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Football Coach, Colgate University

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which we will discontinue manufacturing but will continue to sell, will be jealously guarded and carefully maintained.

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Connecticut Rejects Federation Rules

THE football code as framed and published by the National Federation of State High School Athletic Associations, now the official high school rules in sixteen states, was rejected by Connecticut high schools at an extraordinary meeting of principals and coaches at New Haven last month.

The meeting was called in order to provide full and ample opportunity for an expression of opinion by both sides in the controversy over the question as to whether the N.C.A.A. rules or the Federation rules would prevail this season, and for the purpose of taking a vote on the matter.

Proponents of the Federation rules, led by President Walter B. Spencer of Commercial High School, New Haven, had invited E. A. Thomas of Topeka, secretary of the Kansas State High School Athletic Association, to lead the case for the Federation rules. In a stirring plea to the assembly of 117 principals and coaches, the largest turnout the Connecticut Conference has ever experienced, Secretary Thomas exhorted the session to vote for the Federation rules and join the growing body of high schools that have united in keeping under their own control the game which requires such close vigilance for the health and safety of high school players.

Speakers in opposition made no attempt to contradict the principle of high school control over an exacting game played by adolescents, but they emphasized the point that since the Federation rules differed so little from the N.C.A.A. rules (for all the differences see table on page 22, September SCHOLASTIC COACH), there was no need to make the change. Despite this line of argument, it was not made clear whether the opponents of the Federation rules would have supported them had there really existed a considerable difference between the two sets of rules. They did not say what they wanted in a set of rules, and it was the contention of some observers that the underlying objection was based on the traditional desire to let the colleges set the standards in this game. This theory is understandable in view of the football prestige of New England colleges, particularly Yale. To lend encouragement to any movement which might cause high school football to take a different path than that blazed by this great university was a thought abhorrent to a majority of the delegates present. The vote was 22 to 8 in favor of the N.C.A.A. rules.



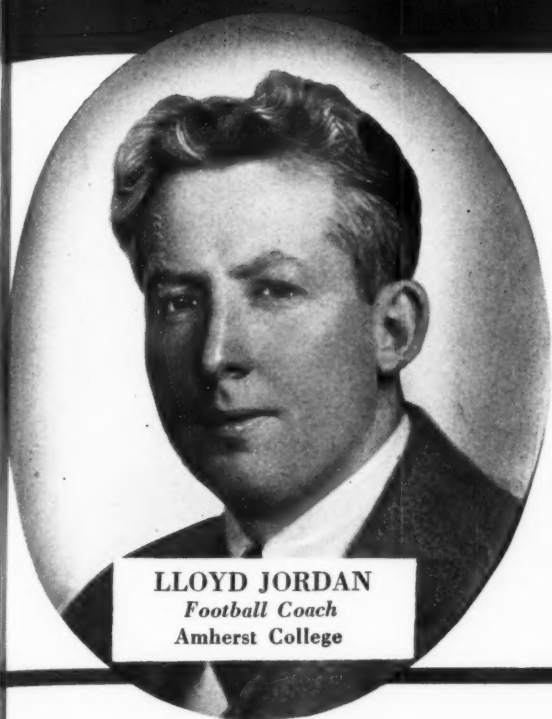
SOME TIPS ON PUNTING BY COACH JORDAN

Coach Jordan ranks punting along with running and passing as an offensive ground-gainer. But tactical offensive punting takes a kicker who can "put it where he wants it"—that is, place the ball so it lands at stated parts of the field, or goes out of bounds at a specified point.

Proper holding of the ball is important. The center should pass the ball so that the punter may receive it at a height a little above the right knee (if he is a right-footed kicker.)

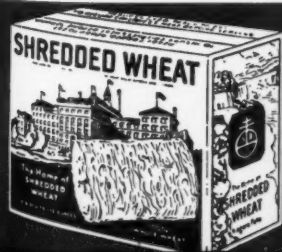
A first step with the right foot (illus. 2) is taken. As the second step with the left foot is made the left hand is removed from the ball, but the right hand, *placed under the ball*, continues to support the ball until almost the finish of that second step.

Remember to support the ball with your right hand as long as you feel you can without disrupting your timing. Keep your eye on the ball on the way down. The direction of the punt is determined by the direction of the stepping. So take your first step in the direction you want the ball to go.



LLOYD JORDAN
Football Coach
Amherst College

THE PUNT



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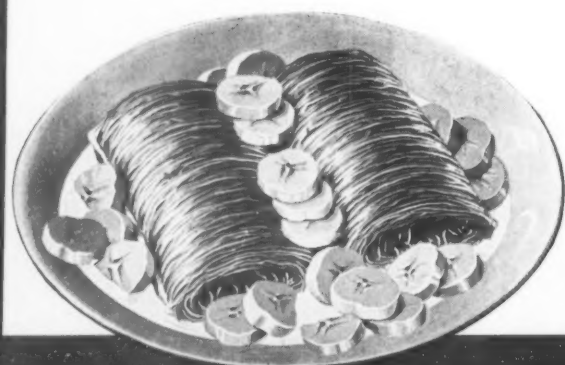
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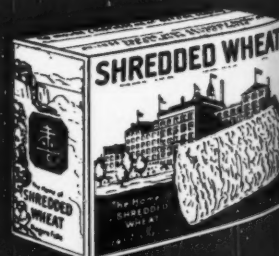
Coaches! Send your huskies out there with a man's breakfast—Shredded Wheat—tucked under their jersey's. And tell them to pile that nut-brown biscuit up with sliced fruits. You won't get any kick about *that* flavor!



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JACK LIPPERT, Editor OWEN REED, Associate Editor

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HELP THEM?



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Here Below

A Major General wants to build character. Jesse Owens, pro or amateur, runs to Landon

COACHES, to arms! As though you are not having enough trouble developing raw and gangling young fellows into football players with conditions being what they are, who should now come along but the United States Army with a plan that would throw your annual football efforts for a loss half the distance back to the cradle.

Major General George Van Horn Moseley has recommended to President Roosevelt a plan which would take your 17-, 18- and 19-year-olds and put them through a six-months course in character-building and military training in CCC camps!

Of course the General is not interested only in football players. He wants every boy in the United States.

"I would take the six work days and divide them into two parts," the General said. "One part would be devoted to basic military training, not militaristic in any sense, but confined to those elements of military training which are well worth while and which inure to the benefit of the nation at large."

The General, besides being a planner for youth along somewhat Herr Hitler's ideas, appears also to be a magician. Any one who can plan military training so that it isn't militaristic deserves a higher rank than even major general.

Major General George Van Horn Moseley is out of place in the United States Army. With ideas like his, he is wasting his time in this country. He looks like subversive stuff to us, trying to undermine our American freedom and our high school football. If you must have your military drill, General, won't you please take the boys either between the ages of 21 and 25 or 5 and 15.* Leave those between 16 and 20 to high school athletics, an agency almost the equal of the U. S. Army for the building of character.

* Mussolini likes to see them shouldering arms at this age.



"Now I want you to go in there and play like a well-oiled machine."

Jesse, how could you!

ALL Democrats north of the Jim Crow line have a just complaint to register against the action of Jesse Owens in taking the stump for Governor Landon. Jesse, guest of Congressman Joseph W. Martin at Republican National Headquarters in New York, said: "My Olympic triumph would not mean much if I did not try to use the leadership those victories gave me to do something for my race." So Jesse agreed to make a few speeches on behalf of Landon's candidacy.

Now, Jesse, is this gratitude? Under whose administration did you break all those world's records, Democrat or Republican?

Jesse's status

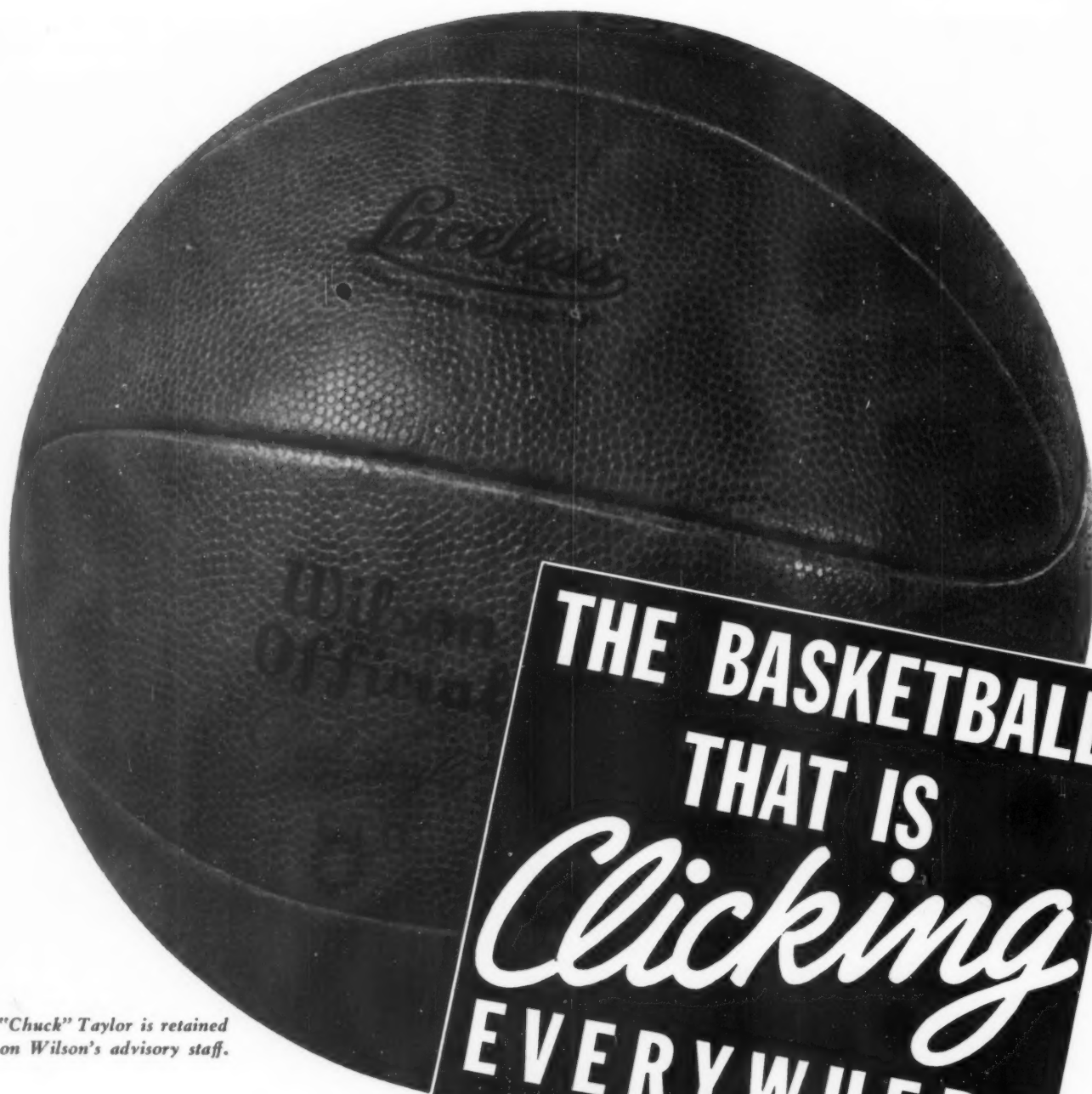
PUTTING Jesse Owens' political stand aside for the time being, what we are more interested in is his athletic eligibility stand. Nobody except Dan

Ferris seems to know whether Jesse is an amateur or a professional. Dan Ferris is the magic brain of the A.A.U., and when it comes to interpreting A.A.U. law he has no peer. Jesse broke the A.A.U. laws, and was suspended without a hearing, when he left Europe and began thinking out loud about turning professional. A.A.U. amateurs must do their thinking in the privacy of their own cerebella.

But Jesse still regards himself as an amateur, and evidently Ohio State University and the Western Conference hold similar views. Jesse is earning some money just now, but he is earning it by tap dancing, not running. In one recent paid appearance he engaged in some running, but it was

not the kind of running the A.A.U. promotes. The occasion was one in which Jesse ran backwards down a 100-yard stretch, while Bill Robinson, the famous tap dancer, danced his way through the race. An odd event no doubt, but stranger things have happened.

An athlete functioning under the A.A.U. and many other so-called amateur sports-governing bodies is limited in the ways and means he may employ to earn his bed and board. Owens professionalizes himself in the eyes of the A.A.U. in this case, not by receiving money for doing his specialty or serving in a professional capacity in athletics, but for engaging in the show business! While it is admitted that nobody except perhaps Mrs. Jesse Owens would want to see him tap dance if he weren't the greatest track athlete in the world, it is nevertheless apparent that the cause of amateurism suffers tremendously from a rule which attempts to set itself as
(Concluded on page 80)



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SEQUENCE FROM WING-BACK FORMATIONS

By Leonard Watters

Only the best material realizes on the speed and power in these plays

Leonard Watters is director of athletics and football coach at White Plains, New York, High School. The illustrations around which he built this article are from a motion picture film of plays set up by Mr. Watters with his White Plains players.

YOUNG coaches, just up from the college campus, are often well informed on but one system of football—the one they played in college; and it is only the man having in mind the career of coaching and making a study of the game in all its manifestations, who succeeds in arriving at his professional work equipped to adapt a football system to the players, rather than the players to the system.

When one reads that a coach's teams have won a large percentage of their games over a period of years, two conditions are certain: (1) there were eleven first rate players on each squad, (2) the systems used were designed to fit the players' qualifications.

Following Notre Dame's Four Horsemen, many coaches tried to use the Notre Dame system without men like Anderson, Gipp, Stuhldreher, Crowley, Miller and Layden. The 1928 Stanford-Army game won many recruits to the double wing-back without furnishing all who enlisted with a Post for a running guard, or a Hoffman or a Fleishacker for a fullback.

If the coach's material is heavy and slow, then an attack built on power

as shown in **Diag. 1**. **Diag. 2** shows the unbalanced line with a split end and the wing-back in the gap. **Diag. 3** splits both the ends and has the wing-backs in the holes. Such an arrangement spreads the defensive line and strengthens the power plays directed between the defensive tackles.

This article describes the procedures of four plays using wing-back formations which have been valuable ground gainers for White Plains teams for a number of years.

Cutback inside tackle

The cutback inside tackle (**Diag. 4**) starts from a single wing to the right and is run from an unbalanced line. The left end is split one and a half yards from the short side guard. The blocking assignments are planned



Diag. 2

so that all blocks are angle blocks. This involves a cross charge on the defensive left guard and a strong mousetrap on the defensive left tackle. When used with plays that start similarly—that is, the off-tackle play and end sweep to the same side—it presents the quarterback with three plays which enable him to control the defensive left end, tackle and guard. I believe that the various mousetrap plays are the best weapons a quarterback has to keep the defensive line well in check.

The left end momentarily blocks the defensive right tackle with a shoulder block thrown on the inside leg. He holds contact just long enough to allow the play to get under way, this can be determined by a count of five or six, and then the end breaks and heads for the man backing the defensive right side of the line.

The left, or short side, guard pulls out of the line and leads the play. His first step is a short one with the right foot. He swings wide as though to skirt the end, but as the hole opens he heads up field and is a personal escort for the ball-carrier from then on. This guard will meet the defensive left half well down the field.

After passing the ball, the center charges to his left and throws a long

body block on the defensive right guard, thus covering the position vacated by the short side guard. He does not attempt to ride the defensive man out but simply holds him with this block from breaking through.

The right guard, against a six-man line—which is the defense set up in the illustrations—does not pull out but cuts through and with the wing-back double-teams on the man backing the defensive left side of the line. It is essential that this man be completely blotted out.

The two offensive tackles playing side by side do yeoman work. The inside tackle and cross charging right end wipe out the defensive right guard by carrying him to their left. The outside tackle pulls out allowing the right end to charge across and then, shoulder to shoulder with the blocking back, carries the defensive left tackle wide to the outside. This is not a difficult trap, for the defensive left tackle's initial charge in most cases has carried him a bit wide because of the threat to the outside.

The wing-back has teamed with the right guard on the strong side backer-up, as previously stated. The ball-carrier, taking the ball in motion, first steps with the right leg and crosses over with the left as though going wide. He plants his right foot hard



Diag. 3

and cuts back through the hole following the short side guard.

The off-tackle

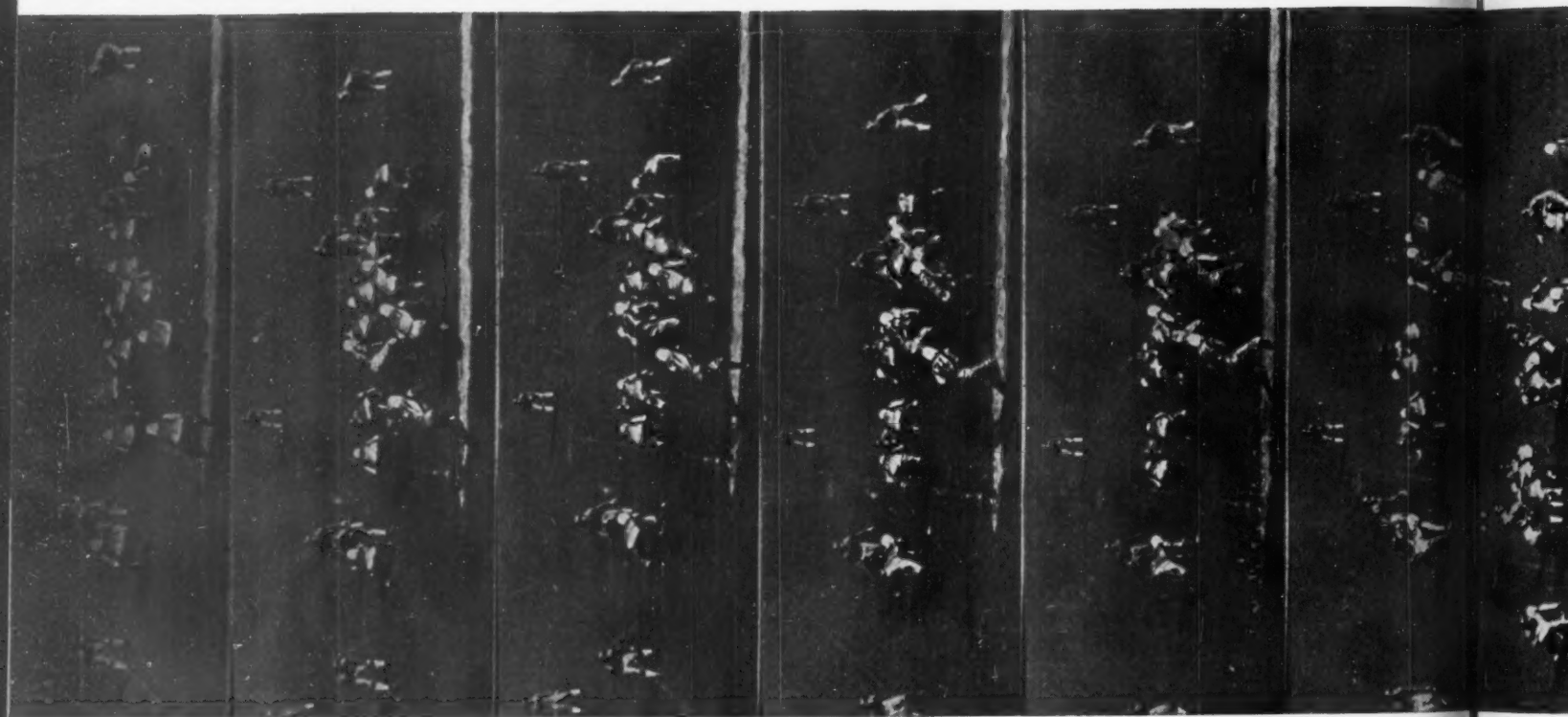
An off-tackle play from the single wing with an optional lateral (**Diag. 5**) is in the repertoire of every football offense and is perhaps the strongest play in football. When used with the preceding play considerable burden is placed on the defensive tackle. You will note it is shown with a lateral threat which also burdens the defensive end. This play is run from the same offensive formation as the preceding one, and both plays start exactly alike and break differently. This starts as a wide sweep and cuts back inside the defensive left end and

(Continued on page 11)



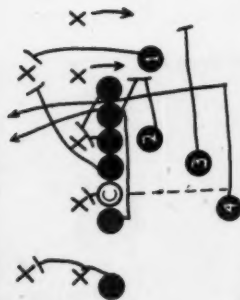
Diag. 1

should be used, with the forward pass in sufficient frequency to keep the defensive backs deep. If the men are light and fast, speed and deception can be used on the offense with the forward and lateral passes in regular use as an offensive weapon. Should a squad hold power, speed, and a hard running and charging fullback, then a double wing-back formation will prove a decided asset to the offensive scheme. For the past seven years White Plains High School has been favored with the third named type of squad, and has been able to win 57 games while losing only 12 and tying one. We have made occasional use of the single wing-back. Our unbalanced, tight line with flanking wing-backs lined up



Cutback Inside Tackle

Diag. 4



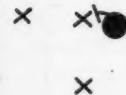
off the defensive left tackle instead of inside the defensive tackle.

The left end rides the defensive left tackle outside with a long body block. The left, or short side, guard holds the defensive right guard with a long body block until the center, completing his pass, can cover the gap left by the departure of the running guard. The left guard and center then double team on the defensive right guard and carry him to their left.

The two tackles, shoulder to shoulder, carry the defensive left guard to

Off-Tackle Play From Single Wing

Diag. 5

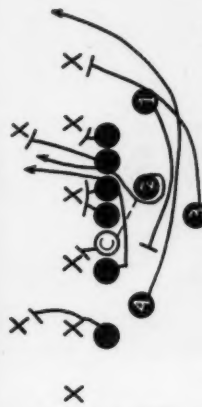


their left. The right end and wing back double on the tackle and carry him to their left. In this the right end gets contact by wedging the defensive left tackle's right thigh in the V between the end's head and shoulder point. The wing-back charges fast at the left thigh of the tackle and, using the end as a pivot, turns the opponent. Once started, the two offensive men charge and lift together, carrying the tackle out of the play.

The backs numbered 2 and 3 charge for the defensive left end shoulder to

Fake Double Reverse To Right

Diag. 6



with the cut into the hole between the defensive left end and left tackle. Here he picks up the running guard leading the play. The four steps taken by the tailback carry him to a point where the defensive end is hit. The lateral is optional with the ball-carrier and is thrown only after crossing the scrimmage line.

Fake reverse

A fake double reverse to the right (Diag. 6) is an excellent ground gain- (Continued on page 31)



FROM A COACHING SCHOOL NOTEBOOK

Highlights of some of the courses offered at the fourth annual Texas High School Football Coaches Association School held at Fort Worth in August are presented here by Standard Lambert, Texas correspondent for Scholastic Coach. The annual game between all-star teams of Texas high school players brought the school to a close. This year it was a victory for the team made up of players from North Texas high schools over the team of Southern All Stars, evening up the series which was started last year. Francis Schmidt of Ohio State coached the Northern team and Bernie Moore of Louisiana State the Southerners. The game ended 13 to 0, the Northern team scoring first on an intercepted forward pass by Cordill of Big Springs High School, carried to the 20-yard line where he lateralled to a trailer (Whitlow of Wichita Falls) who carried it across the goal line. The final score resulted from a completed pass of 25 yards to Herbert Smith of San Angelo, who got behind the defending halfback to make the catch and then outran the safety to the goal. Aside from these two instances, the game was a pretty even pull throughout, with the Norths making five first downs to four by the Souths.

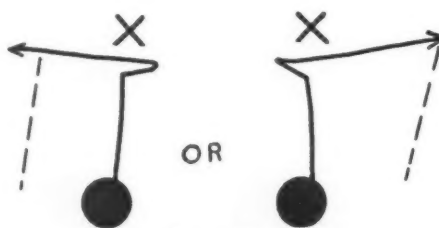
LEO "DUTCH" MEYER, coach at Texas Christian University, included suggestions for the coaching of pass receivers in escape tactics in his excellent course on passing methods. The diagrams on this page show the stunts a receiver can use in order to get free of a defensive man.

Diagram 1 shows the *fake and cut*. The receiver runs directly at the defensive halfback, looking directly into his eyes, and then faking in one direc-

Dutch Meyer, Bernie Moore and Mat Bell issue nuggets of wisdom to Texas coaches

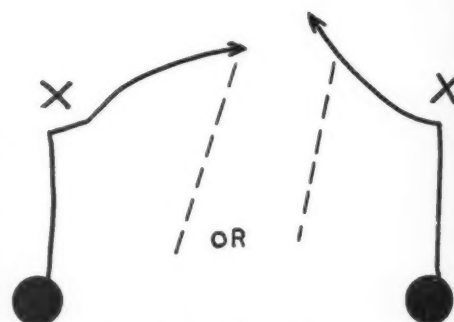
tion with the eyes, head and foot, and cutting in.

Diagram 2 shows the *double fake*, executed in the manner of the Diagram 1 fake, but instead of cutting in the opposite direction, the receiver continues on in the direction of the fake. The *fake and cut* and the *double fake* are, of course, complementary to each other, and should be practiced in sequence.



Diag. 1 (Meyer)

A *change of pace*, effective against halfbacks with flat-footed tendencies, is shown in Diagram 3. A ten-second man may be flat-footed in the sense we are using it here if he is slow at maneuvering and changing direction. The receiver runs directly at the half-



Diag. 2 (Meyer)

back at three-quarters speed, and then just as he gets to him, tears out at full speed.

Diagram 4 shows the *comeback* (no relation to Marty Gilman's dummy). The receiver runs at the halfback at full speed, and when the halfback starts dropping back with him, the receiver turns suddenly and takes a few steps in toward the pass. This is more safe on short, hard passes, where the passer does not make his throw until he detects the receiver's intentions, or on



Diag. 3 (Meyer)

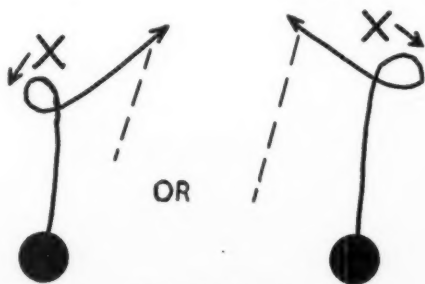




long spot passes with an accurate thrower pitching them. *Comeback* could easily become *boomerang* on a long pass if the receiver and thrower missed out on their timing, resulting in the ball sailing over the receiver's head into the arms of his defense. In such a development, the receiver should be ready to apply *Comeback and Go*.

Comeback and Go is represented in Diagram 5. The receiver runs at the halfback, comes back, and pivots, and shoots off on a tangent. The passer can aid appreciably in the deception by faking a pass just as the receiver starts his *comeback*, and holding it until he has shaken himself free on his *go*.

Diagram 6 shows the *swing around*.



Diag. 5 (Meyer)



Diag. 4 (Meyer)

This is also a combination stunt. The receiver runs directly at the passer, fakes out, cuts in, and then swings around and runs off in the direction of his original fake. This may be carried out in both directions, as with all the others.

Coach Meyer asks that his receivers be able to carry out all these escape stunts in the receiving territory. But it is sometimes a problem for the receiver, especially an end, to get past the line of scrimmage in good time. Subterfuge is his first weapon there, and if this doesn't succeed, he will have to use a blunter instrument. He can fake a block at the tackle and then slip out. But if the tackle grabs hold of him, he will have to bring up both his forearms fast to knock himself free. Another method is for the end to pivot and slip out.

It cannot be stated too strongly that

An "escape tactic" that didn't succeed

While Dutch Meyer was lecturing in Texas on escape stunts for receivers of forward passes, our photographer was at the Colgate Coaching School letting his motion picture camera run on anything that came along. The above interesting study of a ball-carrier attempting to pivot out of a tackle was made during a tackling drill, and was not a posed picture. The six "frames" from the film are like scenes in a drama, with the first-act curtain coming down at the end of the third scene, at which point it should be an even-money bet whether or not our hero gets his man.

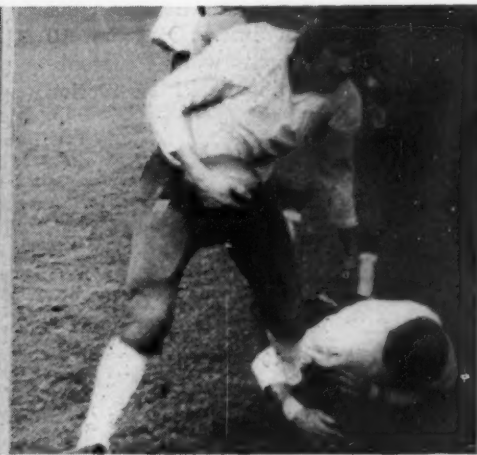
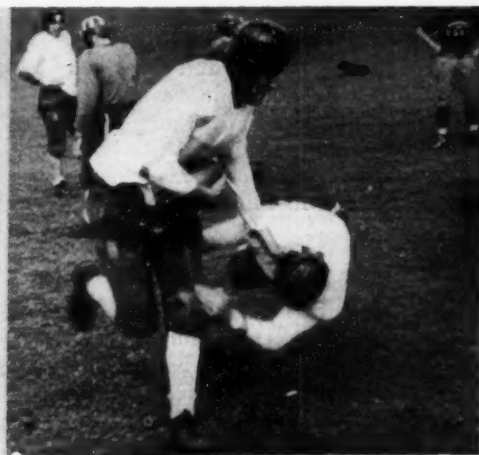
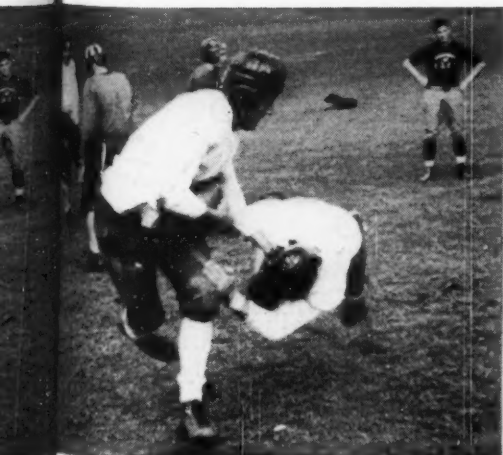


Diag. 6 (Meyer)

the passer must be in on what the receiver is up to in the way of stunts. In writing it may be amusing to read that the purpose of the stunt is to fool the defense, not the passer, but in a close game no coach is going to go rollicking off in laughter at the sight of an end pulling a stunt which the passer had not counted on. You have to have system on this. In the huddle the receiver can say what stunt he will use, basing his judgment on what he used before and what he thinks the defensive man at that point will fall for. It is not necessary to lose the defensive man completely: with an accurate thrower on the other end, the receiver need only gain an advantage of a step or two. This timing is what must be worked on endlessly.

A "straight arm" is first a "bent arm" !

Another unposed sequence from the Colgate tackling drill. The ball-carrier here succeeds in making his escape, though by the way he lugs that ball there will be few coaches willing to give him A-plus for his work. But he has made undeniably effective use of his straight arm, observing the basic law of this lever by keeping it cocked until he sees the whites of the would-be tackler's eyes, then letting him have it. It is also a pretty neat job in hip-withdrawing.



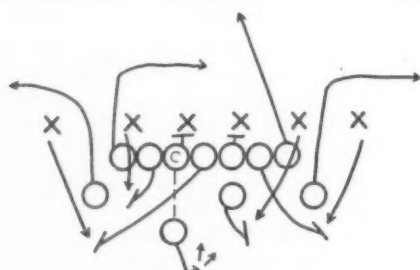
The diagrams on this page were given by Coach Meyer to give types of protection for forward passers (diagrams 7, 8, 9, 10 and 11) and two suggestions for building passing attacks



Diag. 7 (Meyer)

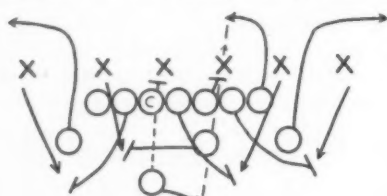
against zone defenses (Diagrams 12 and 13).

Diagram 7 shows the normal Texas Christian pass protection from punt formation. If the weak-side end rushes, the center should drop back after



Diag. 8 (Meyer)

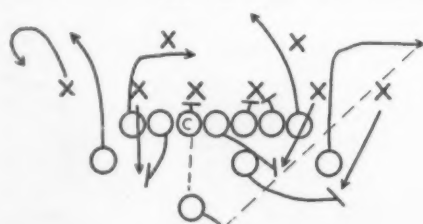
passing the ball and render whatever blocking assistance he can. If the weak-side end becomes too troublesome (which isn't likely when it is a running pass to the strong side), one less



Diag. 9 (Meyer)

back will be sent down and retained for protective duty.

Diagrams 8 and 9 show two types of protection with the double wing against a 6-man line. Diagram 10 gives the assignments when the weak-side end is dropping back. Protection



Diag. 10 (Meyer)

on a running pass to the right is given in Diagram 11.

If you have a fairly good passing team and are being scouted by your future opponents, it is well to keep mixing up your assignments so that the defense cannot anticipate too much.

In deciding on your pass plays for a certain opponent, the first question to ask about them is what type of pass defense do they use. If they are using a straight zone, you will plan to send more than one receiver into a certain zone. Knowledge of the height of the various players engaging in pass defense will be of appreciable help in plotting your attack. The speed at which certain opponents are known to move in pass-defense work is also valuable information to have.

Diagram 12 illustrates the principle of sending three receivers in territory zoned for two defenders.

There are certain passing lanes that can be utilized against the zone defense. These are shown by the dotted rectangles in Diagram 13. Send passes into the known weak spots. Every zone defense has them.

Moore's Coverage on Punts

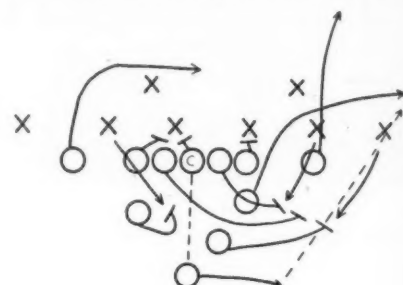
Bernie Moore produced Diagram 14, augmented by a few words of advice on coverage on punts. He provides for plenty of lateral protection, and strives for timing in punting which will get the ball off the foot in 1.8 to 2.2 seconds. He uses a stop-watch on them in practice, starting the watch the instant the ball leaves the center's hands and stopping it with the thud of the foot against the ball.

Moore's punt return is shown in Diagram 15. Coaches should make up their minds as to whether they want to invest man-power in attempting to block punts or in attempting to provide a safe and profitable return of them. Don't divide your intentions and your strength. Since so small a percentage of punts can be blocked even with the greatest of expenditure of effort, it would seem that the better choice would be to concentrate on their return.

In his passing drills, Moore has his receivers go down under passes at a little more than half speed. This tends to keep them relaxed, and provides them with some speed in reserve in case of an overthrow by the passer. He likes his receivers to cut at sharp angles in all their practice maneuvers, so that they will function this way in games.

He offered diagrams of two drills for backs, shown in Diagram 16. A blocking dummy is indicated by the letter D. The blocker advances on the dummy, followed by the ball-carrier who doesn't know in advance whether the blocker will block the dummy "in" or "out." The ball-carrier must stay

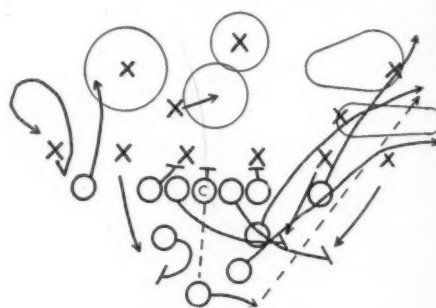
with his blocker, because the drill requires that he cut to the side on which the blocker has struck the dummy. A more advanced drill is shown to the right in Diagram 16. Here there are two blockers, and the ball-carrier must be all the more alert to capitalize to the fullest on their protection by keep-



Diag. 11 (Meyer)

ing to the "leeward" side of each block.

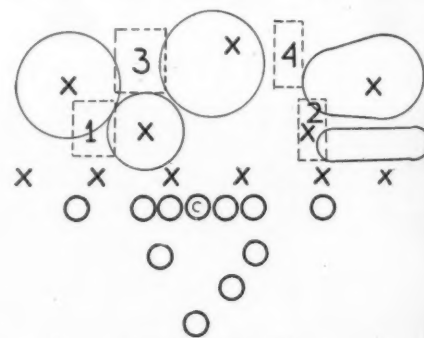
On the subject of sucker plays, Moore said that you can not pull such a play on a man unless you have been putting the pressure on him. He gave Diagram 17 as an example of a mouse-trap on the defensive left tackle which cannot hope to succeed unless that



Diag. 12 (Meyer)

tackle had been played "straight" in previous plays on the same type.

"Take nothing for granted in football," Moore said, "and try to develop this same thoroughness in your players. If you expect men to do certain things you must drill them every week. If you expect not to be trapped on



Diag. 13 (Meyer)

sucker plays, you must practice against these plays. If you expect a good pass defense, your men must actually experience covering men on passes. If you don't let them actually see these things in practice, they won't see them in

games. You can't just tell them and expect them to remember it—let them actually see it. . . . Give your signal practice while men are fresh and capable of thinking. They won't learn much after an hour or more of hard blocking, tackling, pushing a sled, etc. Take that last when thinking is not so necessary. When you think the team is stale, cut down on the length of the practice, but do not permit a sacrifice of tempo. Keep up the pace even when your team can not go the distance you would like to have them go in order to go over the many vulnerable spots every coach can see in his own team.

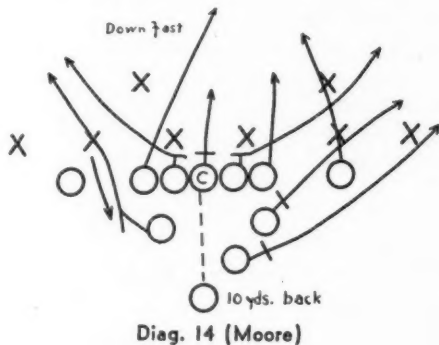
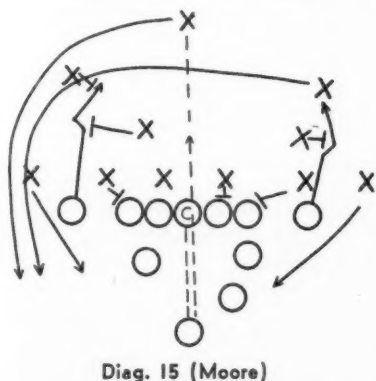
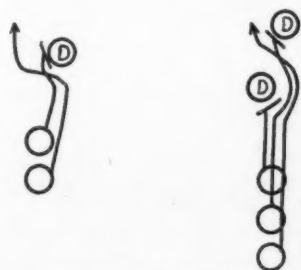


Diagram 18 is a drill Moore uses to encourage his ball-carriers to speed up after they cross the line of scrimmage. The ball-carrier receives the ball from the center, takes his steps out to the side, and then cuts in, putting on a

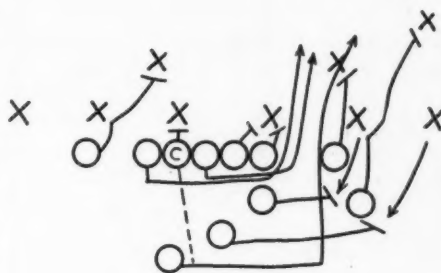


burst of speed just as he passes a set-up of dummies with a space of only about twelve inches to run through. The natural tendency would be to slow down in going through this narrow space, but this must not be permitted.

Matty Bell gave a variety of defenses, and included the five-man line



among those he recommended. How he would line up a five-man line against the double wing-back is shown in Diagram 19. His 6-2-2-1 against the double wing-back (Diagram 20) presents a weakness at that point

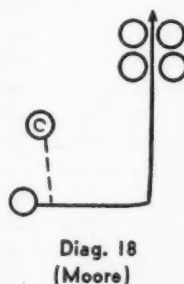


Diag. 17 (Moore)

where this offensive formation is weakest. When preparing to play against an unbalanced line, Bell first asks his scouts about the strength of the opponents' reverse. If it is not strong, Bell overshifts to stop their strong plays. But if it is strong, this must not be done. He believes that with the opponents' strong plays held in check, they are quite likely to lose confidence in the plays they had regarded as secondary and supplementary weapons.

Other excerpts from Bell's remarks:

"A left end against punt formation should charge in as far as possible toward the fullback before he meets resistance. He may vary his charge but he always has the same objective. His stance on the line should be with his inside foot forward the better to maneuver with, and also close the gap between him and the tackle. A crashing end goes in with his inside shoulder low and forearm low."



Diag. 18 (Moore)

"There are several stunts that a defensive fullback can use to advantage: (1) Hiding behind pileup at tackle, letting blockers pass and then get ball-carrier; (2) slicing in close and letting end or tackle drop back to protect on passes; (3) jamming a defensive pileup; (4) using the hands to ward off potential blockers and floating with the play.

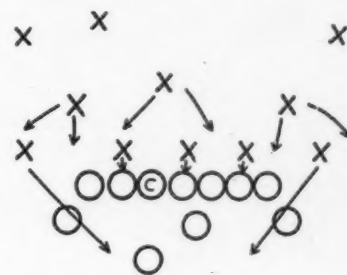
"Against a running pass, the halfback on the side that they're running toward takes the first man out—safety takes the second man and the full the third and deeper back. Secondary and tertiary go with the run.

"If the opponents are known to have a weak blocker in the backfield you can overshift on the side opposite him, because they're not likely to run with a weak blocker ahead of them."

From Bear Wolf's lecture:

Defensive tackle. Have him down on three points and let him concentrate on the end. The defensive right tackle should play on the inside shoulder on the end against punt formation. When he is near the sideline or on short yardage, he can cross with outside leg and go into the heart of the play fast. He must not cross-step, as this would leave him unprotected.

There are several stunts that the defensive tackle can use: (1) Step into the end with the knee, the arm low; take the shock with the upper arm and lower part of the shoulder; let the end think he has good contact, then pull



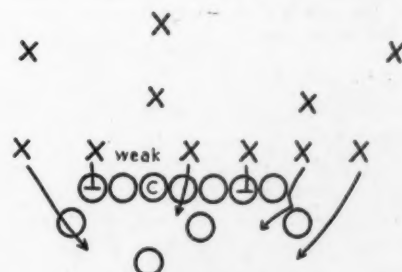
Diag. 19 (Bell)

the knee and arm away and go into the play. *He should always work against resistance.* (2) Feint with the head in one direction and then go the other. (3) Foot feint one way and go the other. (4) Hip drive.

When tackle plays in front of end and the end cross-blocks, tackle should come in close and close up hole.

Tackle against outside wingback.

(1) Concentrate on wing stepping away from end; must be low. (2) Favor inside if both leave him. (3) Play end with one hand on his head, the other on his hips, swinging hips



Diag. 20 (Bell)

and elbow into the wingback; (4) down low, concentrate on the end and drive through the space between end and wing. (5) Grab end with arms low first then grab wing and take off pressure and go in. (6) Pivot if caught. (7) Tackles concentrate on spinner—ends and halves concentrate on man he spins to. (8) When tackle drops back in flat, he should have hands in the air. If nobody is in flat zone, he should pick up man cutting across.

NOTES ON HOLMAN'S BASKETBALL SCHOOL

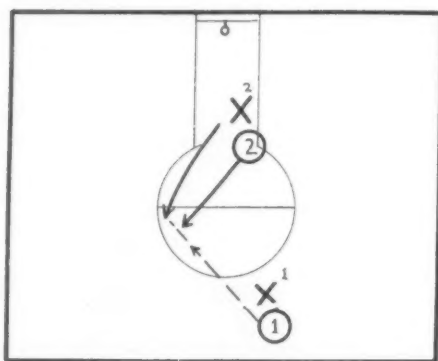
By Samuel Goldberg

Urging variety in attack, New York coach gives four approaches to the man-to-man

This year finds Nat Holman starting his eighteenth season as coach of basketball at the College of the City of New York. What methods is he advocating today? At the basketball coaching school which Holman conducted in New York this summer, the answer was given in profuse detail. A review of the course is here presented, based on a report made for Scholastic Coach by Samuel Goldberg, a student of Holman basketball.

INTELLIGENT and deceptive attack and defense are possible only when a team has at its command a variety of team tactics. This was the keynote of Holman's basketball course, as it is the keystone of his team's play.

This variety shapes up in the Holman offense in the form of four plans



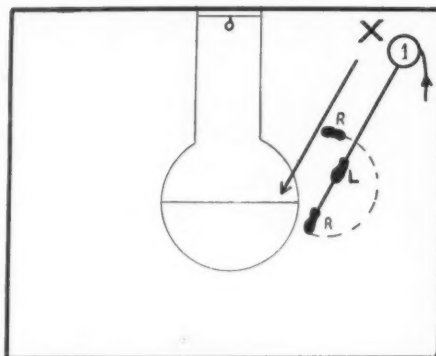
Diag. 1

Safety In Passing

2 makes it hard for 1 to get a pass through if he stays in the line formed by 1 and his guard X1. The pass is much safer if 2 moves over out of the direct line.

of attack against man-to-man defenses, all of which develop on the spur of the moment as defensive conditions demand; and a special style of play when the defense operates on a zone principle. The four offensives against a man-to-man are called (1) the fast break, (2) the five moving pivots, (3) the holding game, (4) the stationary pivot. Holman's theory is to mix them up so that the attack does not become routine and thus easy prey for an aggressive defense.

Players should be familiar with all the positions in the attack and the defense, so that if a man must leave the game, another can fill in without disorganizing the team. While no set plays are used, the players are trained to develop on their own initiative situations which they have been taught in the practice sessions. These are best learned under competitive conditions.



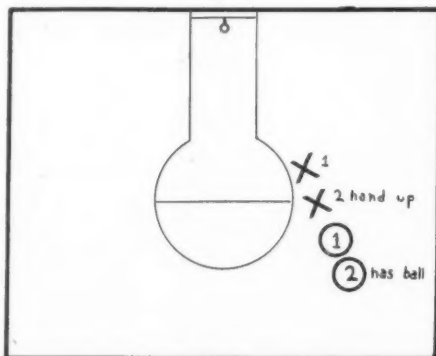
Diag. 2

Footwork on a Reverse

1 comes out of the corner and finds himself being rushed by his guard X1. 1 lunges with his right foot as though he were going on, luring X1 to overplay his defense. 1 then pivots around on his left foot and cuts for the basket.

Individual offense

The player should keep in motion at all times, crouched to give himself a low center of gravity which enables him to start, stop, and swerve with greater effectiveness. He watches the manner in which his opponent is playing him. Is the opponent giving him room, or crowding him? The offensive player adapts his tactics accordingly. The receiver comes toward the passer. He makes it easy for the passer by staying out of the line formed by the passer and his guard (Diag. 1). He keeps out of the middle unless setting up plays. A reverse successfully exploited by Elmer Ripley, former Yale coach, and for many years a professional star, can be used with good re-

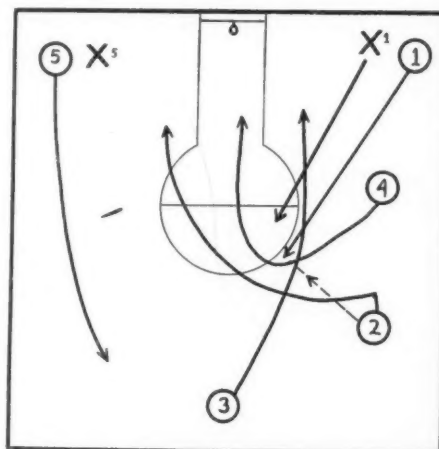


Diag. 3

Defensive Teamplay

2 has the ball. Should he lunge to his right and then go for the basket X2 may bump into X1, and 2 is free. To prevent this and also any confusion as to who is guarding whom, X2 holds up his hand. This indicates that he is covering the rear man 2. X1 backs up slightly to prevent the afore-mentioned bumping.

sults by men who are coming out of the corners to set up plays and are being rushed (Diag. 2). 1 goes into the corner, turns and comes out to receive a pass, and thus sets up a regular pivot situation. However, 1 is being rushed by his guard and the pass may be intercepted. Therefore as he comes out, he takes a few steps, lunges with his right foot (if he is coming from the right side of the court, as in Diag. 2), makes a three-quarter pivot on his left foot, and goes for the basket. This play should be used only when 1 is being crowded by X1. Even if the play doesn't score, its threat will keep X1 from rushing, and passes into the pivot



Diag. 4

Five Moving Pivots

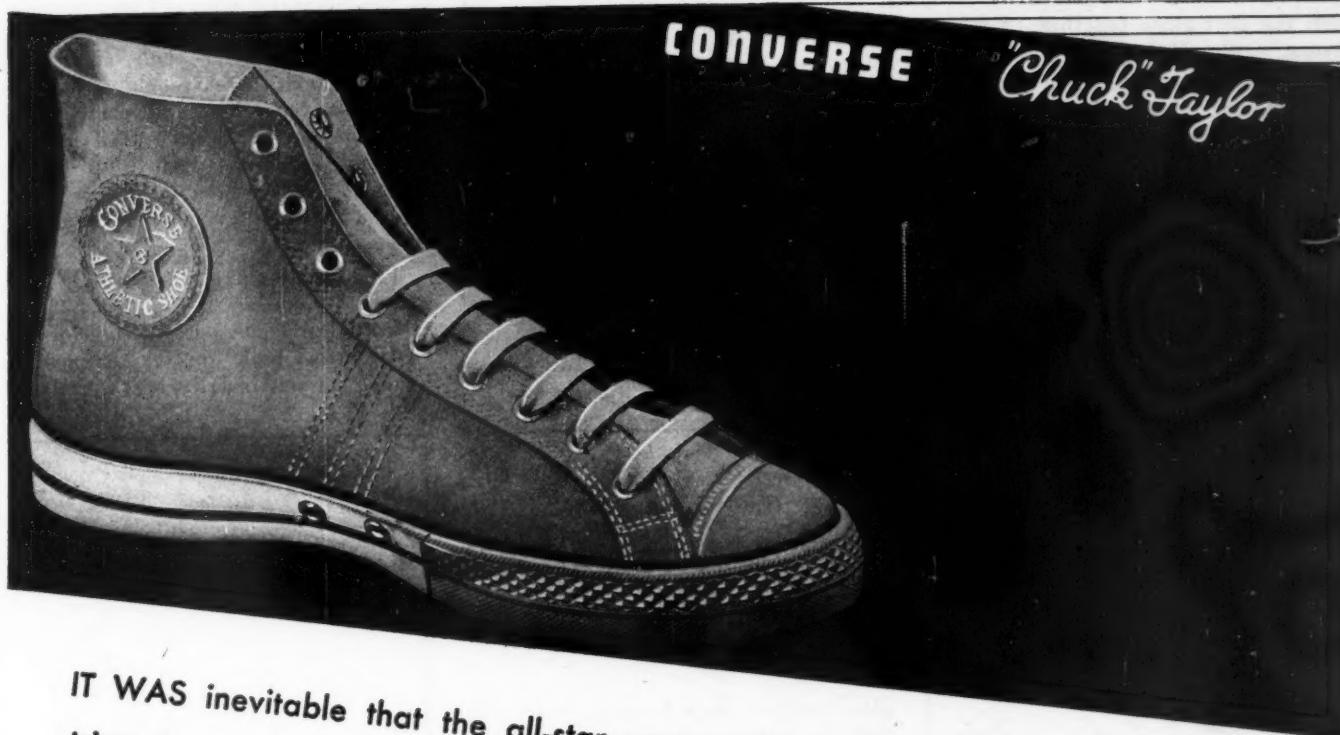
One Possibility

2 has the ball. 1 comes out of the corner and receives a pass. 4 runs around him and 4's guard is bumped into the man with the ball. 2 feints to his right and runs his guard into the pivot man. 3 then does the same. 5 drops back to cover a miscarriage. The play requires timing and a man in the pivot who can take a bump, not lose the ball, and then pass accurately to one of the men shaken free.


will have a greater chance of completion.

At the completion of a one-hand pass, the passer brings his wrist down with a snap. The pass will be faster and more accurate. In executing a lay-up shot, it is important to use the left hand to place the ball properly in the shooting hand. Players should experiment until they find the proper distance from the basket to leap into the air. Inaccurate lay-ups are usually the result of jumping either from too near to, or too far from the basket. The set shot should be taken

(Continued on page 18)




IT WAS inevitable that the all-star aggregation which carried America to new triumphs in the International Olympic basketball contests should be equipped with Converse "Chuck" Taylor All Stars. America's star players naturally insisted upon wearing America's most preferred basketball shoes in the games which determined the world's basketball crown. The hand-picked players of the United States team flashed across the courts wearing Olympic All Stars, the red, white and blue shoes especially designed for our country's Olympic champions—the striking All Star that's now available to players everywhere for basketball and general use.




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(Continued from page 16)

with the feet close together (favorite stance with Holman), knees bent, palms off the ball, thumbs on top, not too much elbow action, eyes riveted on the center of the basket rim, and sent up with a snap of the wrist to impart a reverse spin to the ball.

Individual defense

If the opposition is in possession of the ball near mid-court, the defensive player keeps his eye on his man, but also watches the rest of the court to slap at a nearby pass or at a



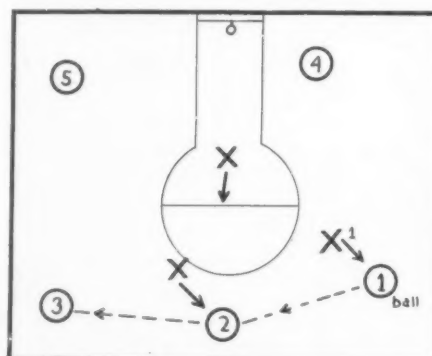
Diag. 5

Five Moving Pivots

Another Possibility

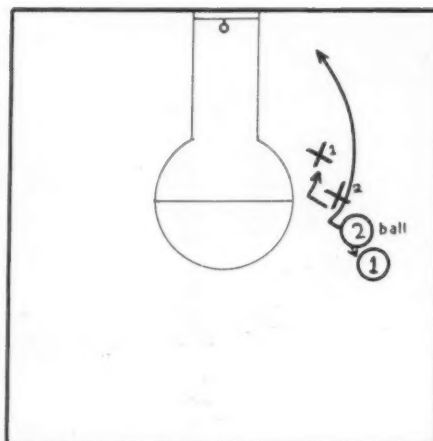
1 has the ball. 2 comes out of the corner, receives a pass and throws the ball to 3 who has cut across the court. 1, 2, and 4 then time themselves in bumping their guards into 3. 5 drops back.

dribble. However, a player's own man is his first concern. If the ball is behind him, he watches only his own man. If the offensive man is dribbling and he lunges, the guard doesn't stab at the ball: he goes with the dribbler. He uses the boxer's



Diag. 8

A 3-2 or 2-3 defense which remains such in all cases, is broken up by overloading. 1 has the ball. X1 rushes him. The ball goes to 2 who comes to meet it. X2 rushes him. The ball goes to 3 who has a clear set shot. 4 and 5 are key men, 3 is the floater and 1 and 2 are the safeties.



Diag. 6

The Holding Game

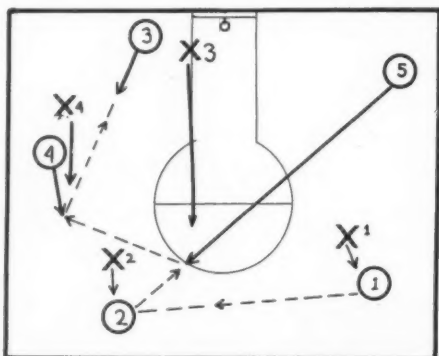
The situation shown may be obtained by a trailing-the-dribbler play. 2 has the ball. He back-bounces to 1, feints to the left and goes to the right. X2, the guard, follows the lunge and then bumps into X1 in attempting to follow 2.

glide, unless his man is between him and the basket. If a man can make his guard cross his feet, he can cut through while the guard is uncrossing them or turning to follow him. Players should find out early in the game which hand an opponent favors. No matter how good the opponent is, every player prefers to use one hand to the other for shooting, passing and dribbling. Guard that hand more closely.

Team offense

Four offenses were given and will be discussed in order.

THE FAST BREAK. It requires that the players be in perfect physical condition. Fast men, up front, break as soon as a pass is intercepted or a shot is sent up. Tall men, who are adept at playing the backboard, capture rebounds and send long passes



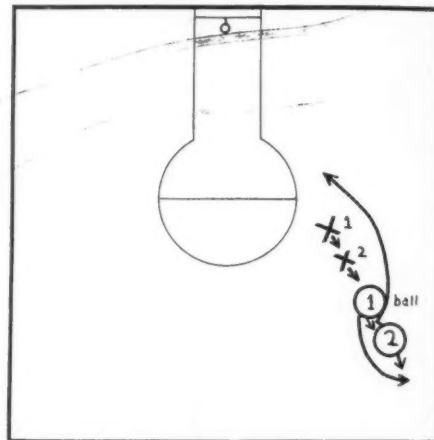
Diag. 9

Overloading a Zone

1 has the ball. X1 rushes him. 1 passes the ball to 2. X2 rushes 2, so 2 passes the ball to key man 5 coming out of the corner. X3 rushes him and the ball goes to 4. X4 does not know whether to rush 4 or stay with 3. If he rushes, 4 will pass to the floater, 3. If he doesn't, 4 has a clear set shot.

to the breaking men. The forwards do not always receive the ball on the dead run and over their shoulders, but may turn, after reaching the opposition's foul line, and come in to meet the pass and then feed it to a teammate who has dashed up. This style of play is wearing on boys of high school age, even when employed on small courts.

THE FIVE MOVING PIVOTS. This offense is similar to the figure 8 attack. Men come out of the corners toward the ball, receive a pass (a bounce pass is usually best), and can

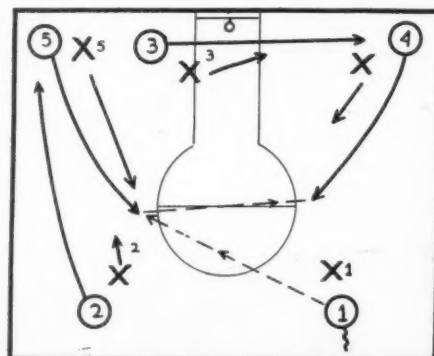


Diag. 7

The Double

The double is another method of getting the 1-2-X2-X1 lineup. In a 2-1-X2-X1 arrangement, each guard can follow his man without difficulty. But if 1, who has the ball, back-bounces to 2 and quickly drops behind him and gets another back-bounce pass, X2 and X1 come up quickly and you have the desired 1-2-X2-X1 lineup. Then act as in Diag. 6.

then develop screening situations. Two of these are shown in **Diags. 4 and 5**. Any member of the team may come out of the corner for a pass, but he times himself so that there are three men in the back court, of whom



Diag. 10

1 has the ball. Key man 5 comes out of the corner, meets a pass from 1 and throws the ball to 4, who has also come out of the corner. Each of these men are covered by X4 and X5 respectively, since X3 can't cover both. X3 covers floater 3. 4 now can pass the ball to either 3 or 2.

any one, or two, may run their men into him when he receives the ball. The fifth man is in the other corner. He stays out of the middle when a scoring situation is on.

THE HOLDING GAME. This style of play permits numerous set shots, can be used to freeze the ball, and attempts to lure the defensive players into bumping each other. Two men, any two, pair up. The first man drops a back bounce pass to the second, who has come up behind him. Several situations may then be developed as in **Diags. 6 and 7.**

THE STATIONARY PIVOT. The principles of this style of attack are well known, for there is hardly a coach who has not experimented with the bucket play at some time or other. The third second rule has discouraged the use of this play as the basis of the whole attack, and just as well, because the attack was fast becoming standardized to the detriment of the game. Even today when the opportunity for variety is greater than it has ever been, we find some coaches exclusively sticking to the single or double stationary pivots which they set up just outside the free throw area.

PENETRATING A ZONE. Against a zone defense, Holman has developed an offense which owes its success to

the military principle of outnumbering the enemy at the point of attack. Overloading, as this mode of penetration is called, is accomplished by designating two men as key men. They stay in the corners. One man goes out to meet the ball, the other prepares to receive a pass from him, or to overload. There is a floater, who takes up a position near the backboard, but outside the foul area. Two men, safeties, play near mid-court. They are the good set shots and deft passers. They act as safety men against a fast break. They are especially adept at covering two-on-one defensively, a situation which occurs often when two men break for the basket. The safeties feed the ball into either one of the key men, who has come to meet the ball. From then on anything may happen as in the **Diags. 8, 9 and 10.** Overloading requires high grade ball-handling, with five men continually helping each other out and coming in to meet short, snappy, bounce passes. Cross-court passes are avoided as much as possible.

Some general offensive suggestions are: A team should not try to score in the first minute or so. It should feel out the opponent, handle the ball, and find out what type of defense it is up against. If the attack does not function well it calls time out to talk

it over between the players. One man who has been picked for his qualities as a leader does the talking. He asks questions and has the final say. At all times a team should be aware of the score, the number of minutes left to play, and the number of time-outs it has taken. If the playing area is clogged, the man with the ball should bring it back until almost in mid-court, and start the attack rolling again from the beginning. When freezing the ball, players keep moving, they don't throw long passes. They are careful of men rushing the ball and they use the holding game.

Team defense

If a team is using a man-for-man defense, and the opponents have been scoring steadily by the use of hard, cutting tactics, screen plays, or set plays, the defense changes to a zone. It does not wait until the game is three-quarters gone and its opponents have piled up an insurmountable lead. Perhaps the opposition does not know how to penetrate a zone effectively. Perhaps their set shooting is off for the night. If they continue their cutting tactics against the zone, the defense will intercept passes and tire them out. Can they handle a fast

(Concluded on page 37)

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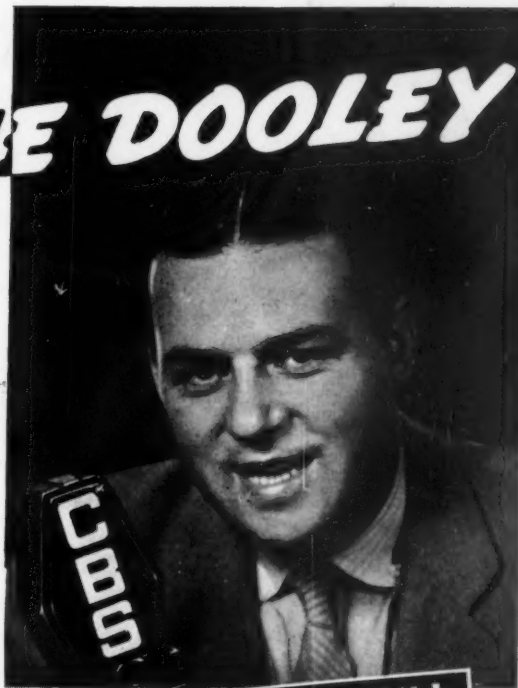


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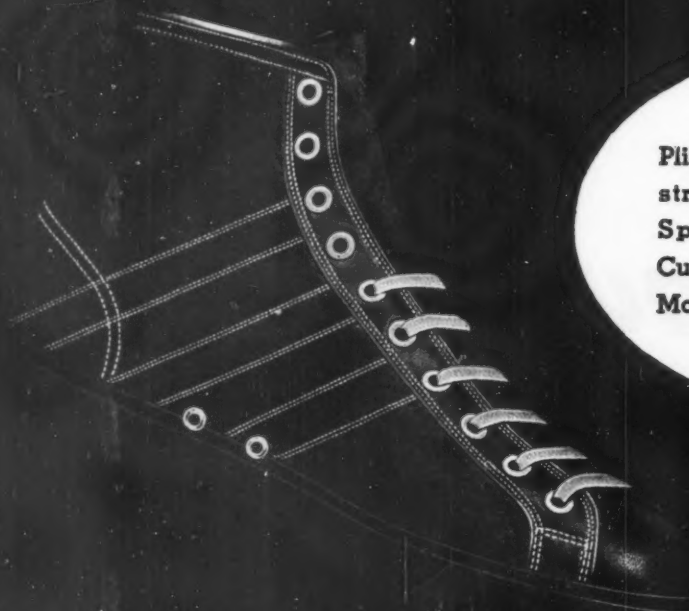
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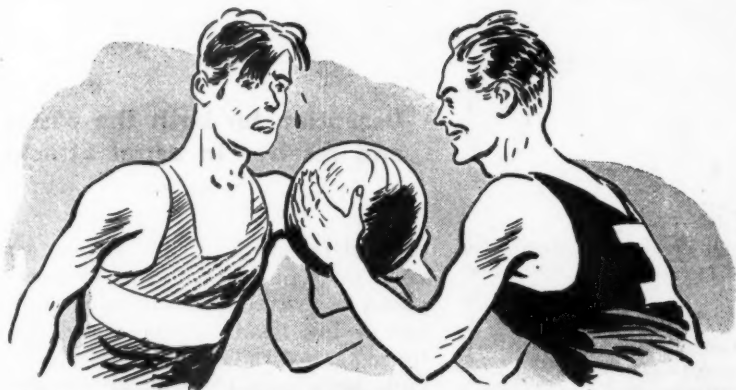
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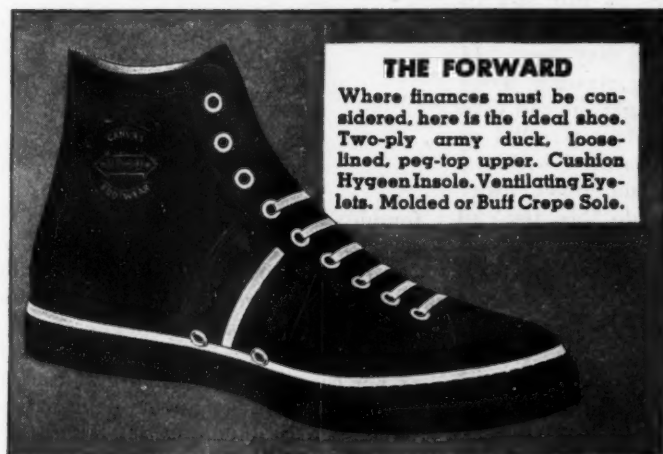
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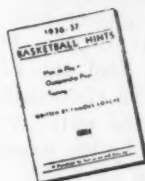
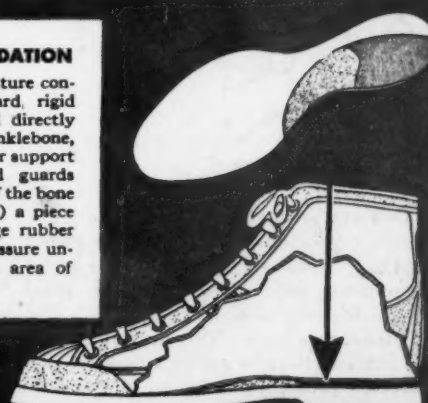


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KERR ON PASSING

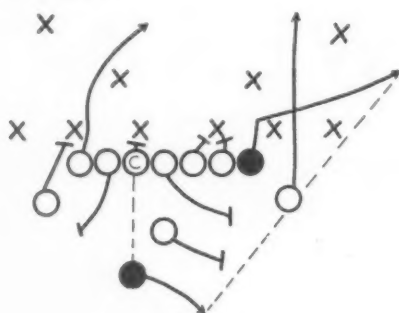
By Charles R. Soleau

To the casual observer the Colgate passing attack develops in a bewildering combination of speed and tactics. Charley Soleau, member of the Colgate teams of 1931, '32, and '33, and at present coach of the freshman team at Amherst, is well equipped to present the fundamentals of the Red Raiders' aerals as presented in Andy Kerr's third coaching school at Colgate.

WHEN teams are equal in the strength of their lines and neither has an edge in the running attack, a good aerial offensive is likely to give one of them the winning margin. Naturally a successful passing attack depends upon an accurate passer and a sure receiver. In 1929 Colgate's Hart and Yablak had so much confidence in their ability to complete a certain pass that Yablak, the quarterback, would call it at any time and any place on the field and make it pay great dividends.

It is not enough to have receivers who are good ball handlers. They must be deceivers as well as receivers. They must be trained in the tricks of their special work—stratagems that will give them just that extra step advantage on the vigilantes who make up the opposition's forward pass defense.

Methods of deception are outlined as follows:



Diag. 1

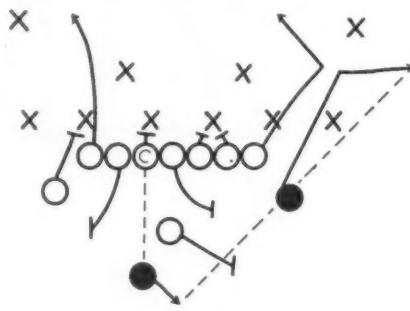
OUT-RUNNING DEFENSIVE MAN. The receiver goes out at an angle as shown in **Diag. 1** and depends upon his speed to outrun the halfback to the point where the ball is to be caught.

CHANGE OF PACE. This method is used by ball carriers to get by a tackler. The receiver runs to a defensive player in a normal running stride, and then puts on a burst of speed to get by him. The defender will not be able to react fast enough to cover him.

CHANGE OF DIRECTION. The receiver runs straight at the defensive halfback, as illustrated in **Diag. 2**, and breaks sharply in a different direction after faking with head, eyes and body. The ball should be passed just as the re-

ceiver makes his break, thus giving him a step or two in advance of the defensive man.

CRISS-CROSS. The crossing ends to confuse the opponent's backfield is used against both man-to-man and zone coverage. It is better to pass to the second man who crosses over (**Diag. 3**).



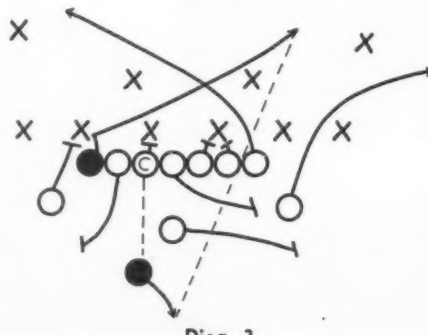
Diag. 2

DELAY. The end or halfback can fake a block on the defensive tackle, delay to the count of three, and then break out to the spot designated by the play.

STOP PASS. The receiver takes three or four steps, turns and takes a step back toward the passer who passes high. From this position the receiver has an excellent chance to lateral a pass to a trailing teammate (**Diag. 4**).

The individual receiver can accomplish a great deal by developing little tricks of his own, such as shifting his weight or making a slight fake with his head and eyes in a false direction to deceive the defensive player.

Very often it is difficult for an end to break loose from the defensive tackle who endeavors to pin him in when he senses a pass play. The end has several stunts he may use. If the right end is going straight down the field or off to his right, he can take a step with his right foot parallel or slightly deeper than parallel with the line of scrimmage and pivot away from the tackle. To do this, the end must be thoroughly relaxed so that the tackle will not be able to grab his jersey or push him off balance. Should



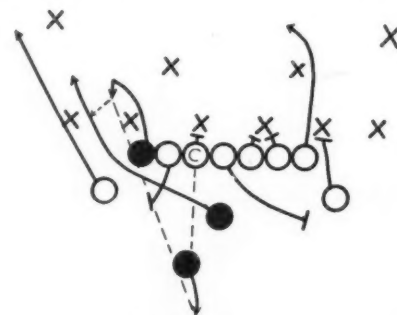
Diag. 3

Deception for both the passer and receiver in aerial attacks

the end be cutting to his left he can knife through the tackle and defensive guard in a sitting position using either one or two hands on the guard as a brace against the tackle's shove. Some ends have used to good advantage a fake upward with the head then a quick duck to all fours scrambling out low to get past the line and then a rise to running position.

No give-away

A word of caution may be added for coaches to train the end not to give away the play to the defensive tackle by tensing the muscles, leaning forward, or looking one way or another. The end must do the same on a pass as he would on any other play. It is best for the end always to keep his eyes straight ahead, in so doing, it is easy for him to watch the defensive tackle and the guard at the same time. The end's stance should be comfortable and well balanced so that he may do everything he is asked to do without changing his position the slightest degree. Have ends practice running with the ball while holding it in the proper manner. Many completed passes have resulted only in small gains, or loss of the ball by a



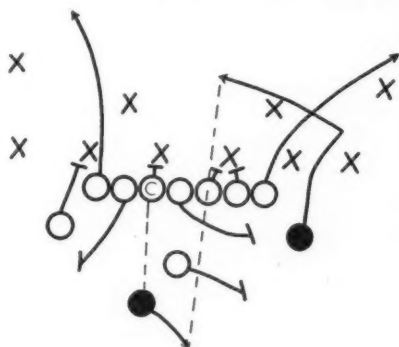
Diag. 4

fumble, because the ends did not receive this training.

Just as important as the deception on the part of receivers, is that on the part of the passers. The passer should fake in some other direction rather than look continually at the receiver or at the spot where the ball is to be passed. The question was asked as to whether or not the defense can also be puzzled by the passer sometimes looking where he is to pass. Of course it is possible to fool the defense in this manner when they think they have the fake figured out. Another means of deception by the passer is to have him fake a run off tackle or

around the end. Deception by means of a fake kick may be used successfully, having the deep man in kick formation actually go through the first motions of kicking and then straightening up to make his pass. Much depends on the ability of the passer to carry out any of these fakes well.

A good passer must keep cool and be able to think clearly when under the stress of game conditions. It is the passer's first duty to make sure that he has the ball securely in his hands and gripped ready to make his pass. He cannot afford to be looking for possible receivers as the ball is coming back from the center, or before he has proper control of it.

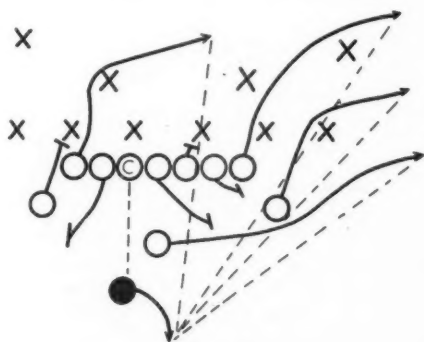


Diag. 5

Types of passes

Kerr discussed the various types of passes employed in the Colgate attack. They are as follows:

SPOT PASS. This is probably the best pass to use when a coach is not too sure of his passer's ability to pick out a receiver, which is so often true in high school football. The passer and receiver know exactly the spot to which the ball is to be passed, but it is necessary to spend time in developing proper timing. All decoys must be drilled to run as if they were receivers, because there is a tendency for a boy to loaf when he is not designated to receive ball (Diag. 5).



Diag. 6

OPTIONAL PASS. This is especially good with the passer who is adept at picking one out of three or four receivers. It has the advantage that all men going down the field are possible receivers and any one may be picked out, therefore they must be alert (Diag. 6).

(Concluded on page 36)



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ASSIGNMENTS FOR A 5-3-2-1 DEFENSE

By John DaGrosa

An analysis of its benefits, and each man's work against the Warner double wing-back

"The trend in defensive football is toward the five-man line," said Bernie Bierman in a lecture at the Northeastern University Coaching School in Boston last spring. For years John DaGrosa has been advocating the five-man line, and in this article he gives his reasons in support of it and some advice on its use. DaGrosa is the author of "Manual for Functional Football." His writings frequently appear in *Scholastic Coach*. His latest article prior to this, "Organization for Football," appeared in the June, 1936, issue.

THE five-man line defense was probably used years ago on the grid-iron by teams, either unconsciously or by accident, but it was never resorted to as planned defensive strategy. It has never been a standard defense to rank with the orthodox and time-honored six-three-two and seven-two-two. When thought of, it was relegated to the too-experimental shelf, and forgotten.

Recent developments in the game and the ruling concerned with non-penalizing of incomplete passes and non-loss of ball on passes into the end zone, are invitations to teams to use a greater aerial attack, both laterally and forward. New defenses will be brought forth to offset such attack. The five-man line will be among those most widely used.

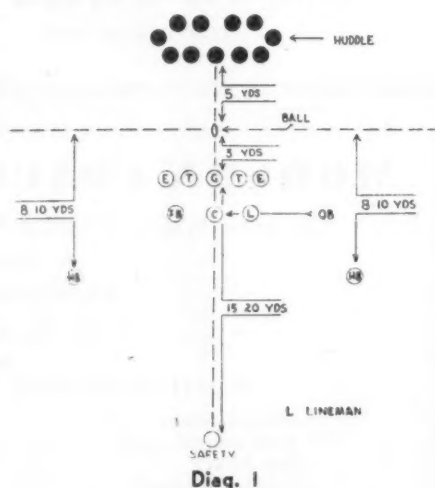
All defenses developing from the six- and seven-man lines, with the variations of backfields, have weaknesses impossible to overcome because of the territorial plan of the strategy. One glaring weakness in the six- and seven-man lines is the too constant use of a set number of men on the forward wall, and the little variety in arrangement of the backs. One hundred percent adoption of the five-man line could also be considered weak. The secret of success in using the five-man line lies in the fact that the basic plan of defense—five men at the line of scrimmage—is strengthened by the changing and shifting of these men into an occasional six- and a seven-man line during a game.

Vary number in line

The most effective manner of executing the five-man line with the six and seven is through the uniform set defense.* This is illustrated in **Diag. 1**. Thus, opponents will not know what defensive formation to expect while they are in their huddle, nor at any time until they are ready

to charge. During changes, the assignment of the two wings and the safety will always remain the same, whether changing from a 5-3-2-1 to 6-2-2-1 or 7-1-2-1, or vice versa. The linemen and backers-up are always close together, three yards from the ball, and they shift according to the defensive quarterback's signals, the latter based on location of the ball on field, the down and the number of yards to go.

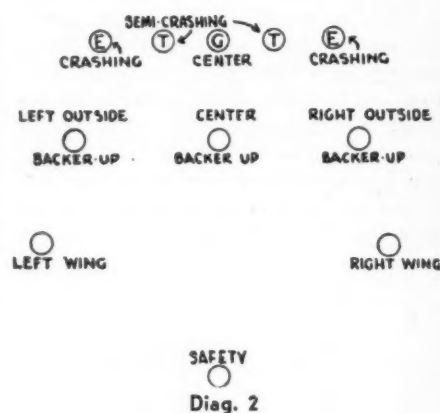
However, in presenting the five-man line as a practical measure to be employed in the defensive arrangements of a team, there are points we must stress, for they are indicative of the real value of a five-man line. The practical uses of this particular defense came to me after years of concentration on the weaknesses of offensive formations, offensive plays, construction of deceptive plays by coaches



after concentration on methods for offsetting standard defenses (6-2-2-1, 6-3-2, 7-2-2, 7-1-2-1); and, lastly, the fact that forward passing attacks played so great a part of the average game.

Many a theory has been made to work out through the psychology of impressing the listener and co-worker with the need for confidence in it. In respect to the five-man line, sound reasons are presented to illustrate its dependability by a comparison of the five-man line with the six- and seven-man lines, showing the more effective defense to be obtained through the use of the former. These reasons which follow should be set forth to the squad.

All offensive plays from any formation have been taught to meet a six- or seven-man defensive line. The as-

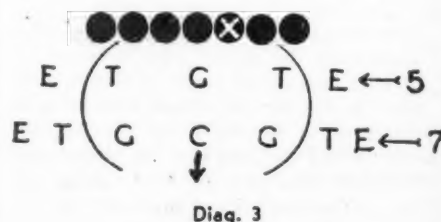


signment of each player varies methodically according to the difference in number of defensive linemen. The five-man line would be an unfamiliar situation for defensive tackles and ends, and, besides the puzzle of balancing assignments of the linemen, quarterbacks would be in a quandary as to the particular type play to use.

Counteracts lures

Deceptions taught by most coaches, such as spinners, double spinners, reverses, bucks with mouse-traps, etc., all are designed fundamentally to draw defensive backs out of position, to change particular styles of defensive play by linemen, and, using sequence plays, to draw linemen out of position and change style of defensive lines. Large gains by plays are chiefly brought about by these latter variations. The five-man line is an effective check against deceptive plays designed to draw men out of position or to change styles of defensive play, one strong point lying in the fact that linemen and backers-up do not move from their original positions.

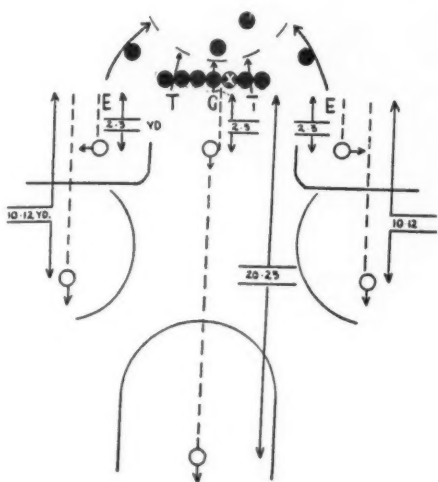
In the huddle, playing so great a part of modern football, where plays are called for a standard defense and anticipate, usually, a probable change to only one other defense, only familiar locations for the defensive line and backs are expected. The addition of the five-man line to the defensive



* "Huddle and Signals for the Defense," by John DaGrosa, *Scholastic Coach*, November, 1934.

repertoire greatly increases the problem of the offense.

When a team is on defense and leads



Diag. 4

in score, the trailing offensive team usually resorts to a last-minute aerial attack. Most defensive teams do not know how to line up men for the fullest possible protection against passes. The five-man line has definite duties for each of the eleven defensive men. These men and their positions are shown in **Diag. 2**.

Crashing defensive ends encroaching on territory of their tackles, and tackles encroaching on territory of guards, cause two men to cover the same ground without any uniformity of play. This often occurs with a six- or seven-man line. The five-man line assigns five men to certain definite territory and concentrates them on the strength of the offense, minimizing the chances for this confusion.

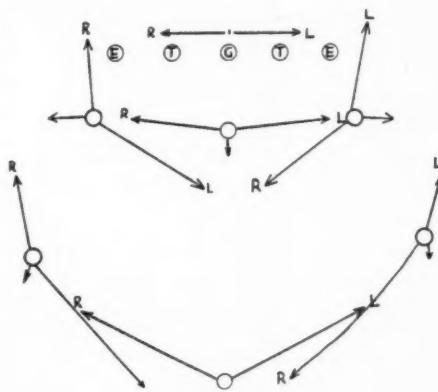
Since but one man carries the ball, and a play hits at a particular spot, defensive men stationed where play doesn't strike are wasted. The five-man line reduces this loss of men, because five men are concentrated where the strongest offensive plays will strike, with an extra secondary line of three backers-up holding their ground as reinforcements in case of necessity.

Offensive linemen on certain plays are taught to cut through the line of scrimmage and cut down the secondary

backers-up, often causing plays to go for great gains, since reinforcing backers-up are few behind six- and seven-man lines. If the play works, the defensive linemen are of no help after the play passes the line of scrimmage. On the five-man line, linemen are spaced so that if any offensive lineman leaves to cut down the secondary defense, the play should not get past line. Besides, the secondary backers-up are placed so as to have two men close enough to cover the territory of a third man being cut down.

Pass defense

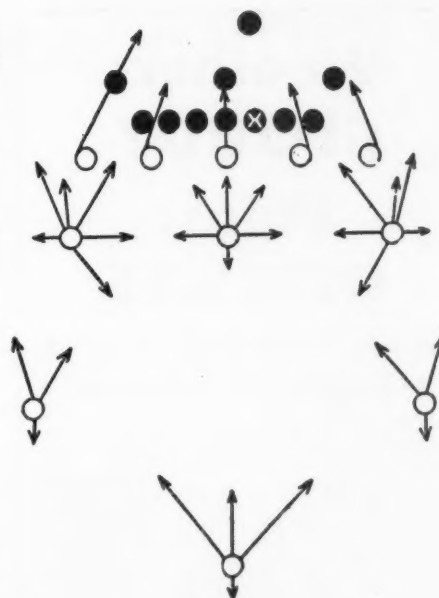
In recent years the forward pass has become the biggest threat of any offense. All teams have part of their offense in the air, and the greatest fear of a majority of coaches is that an opponent will take to passing. The five-man line contains particular construction for bottling up almost any offense in the air. Only five men are eligible to receive passes, and with a five-man line it becomes possible to use a combination of territory or zone,



Diag. 5

man-for-man, or ball-protection defenses, utilizing, too, crashing ends for rushing passers.

Under- and over-shifting of defensive linemen and changes from six- to seven-man lines complicate the work of offensive linemen, the calling of plays, and do much to discourage the offense. The five-man line is even more trying and discouraging. It is unorthodox, and the locations of tackles, ends and backers-up shift



Diag. 6

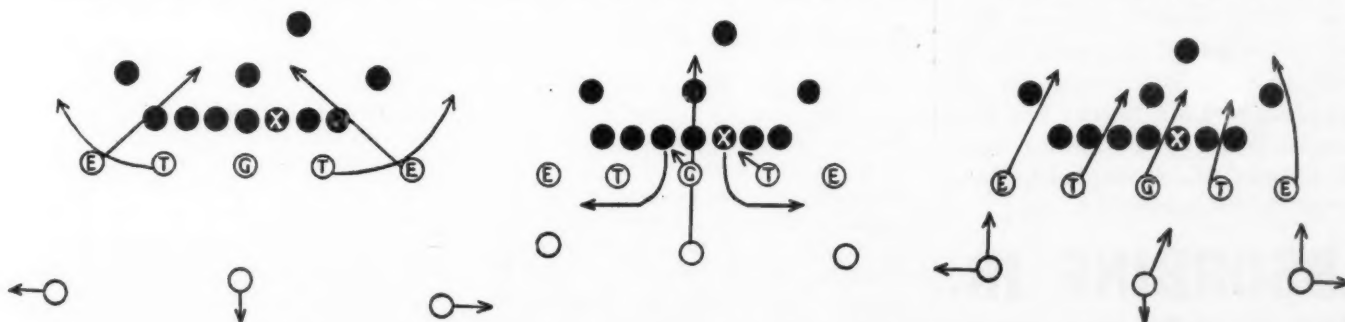
Position of each man against double wing-back, and his every possible direction of charge or coverage

from time to time with no extra burden on the work of diagnosis for the defense. Only a short time is required for shifting a line from six or seven to five men. The rule allowing a full second adds to the frustration of the offense.

Many quarterbacks do not notice changing lines and positions of backers-up, and neither do the other men of the team. Nor do they know the proper time for changing a play. Attempts to do the latter would disrupt the team play of the offense by causing them to make up their own plays and vary their individual jobs when they come in contact with a five-man line. No team can afford to anticipate when there will be a five-, six-, or seven-man line, because the change will come just before the ball is passed, or after the play has been given in the huddle and the team runs to the line of scrimmage.

Whenever the defense uses a seven-man line the offensive team expects the center of the opposing line to be weak because of the backer-up's dual job of charging and covering passes. Consequently, the offense plays this weakness. The five-man line is a seven-man line between its ends, with no

(Continued on page 38)



Cooperative team plays against the Warner "A" formation, double wing-back

Weather: CLOUDY Pains: INTENSE

but now Absorbine Jr. helps
relieve aches and pains



"EVERY cloudy day used to start up my muscular rheumatic aches and pain," writes C. D.* of Oakland, Cal. "But I discovered that by applying Absorbine Jr. once or twice at the first sign of mugginess in the air, much of my sharp pain is relieved."

Let Absorbine Jr. stand guard in your medicine cabinet as a quick relief for sprains and strains—muscular rheumatic aches and muscle soreness—as a quick destroyer of the fungus of Athlete's Foot. Many doctors, nurses, hospitals recommend it. You'll find it thrifty to use; a little goes so far. All druggists, \$1.25 a bottle. For free sample, write W. F. Young, Inc., 338 Lyman St., Springfield, Mass.

*Based on actual letter in our files

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New Books on the Sportshelf

John "Functional" Football

FUNCTIONAL FOOTBALL. By John "Ox" DaGrosa. Pp. 342. Illustrated—diagrams and photographs. Philadelphia: W. B. Saunders Co. \$3.

Ox, ox, who's there?

Why it's Professor DaGrosa, of course, bearing another football book under his mighty arm. By the size of his last one (*Manual for Functional Football*), one would have thought that the Professor had run himself and his typewriter ragged. But one can be mistaken. It seems that the Professor's nickname is as fitting today as it was a decade ago when he was playing practically every position on the Colgate team.

Functional Football is best described for those who are familiar with the major DaGrosa opus as the essence of that earlier work. It is by no means intended to displace the Manual, and it does not do so. While there is little in *Functional Football* that is not in the Manual, it appears in an entirely different form, it makes use of photographs (which are completely lacking in the photo-lithographed Manual), and has the advantage which always attends condensation.

The Manual stated its case in terms of questions and answers, aided by a profligacy of diagrams. And it was backed like a telephone book (New York or Chicago—not Mansfield, O.). *Functional Football* appears in cloth binding and is a printed job on pages 9x6. The book is organized into the same five main divisions observed in the Manual: (1) Offensive Fundamentals; (2) Defensive Fundamentals; (3) The Offense; (4) The Defense; (5) Coaching Responsibility.

Needless to say, we recommend the book. "Ox" has been one of our oracles of football information for some years, and we have never yet failed to get our money's worth out of him.

JACK LIPPERT.

Sayger's Picture Books

The Sayger library of illustrated loose-leaf coaching books has increased over the summer by at least a half dozen items. The latest list now includes the following in the football and basketball line, any and all of which may be ordered through Scholastic Coach Bookshop, 250 E. 43rd St., New York City, at the publisher's price if remittance accompanies the order:

Football

The Rainy Day Coach. By Anderson, Kizer and Sayger. \$6 (was \$8).
Michigan's Illustrated Offense. By Harry Kipke. \$1.50.
Minnesota's Illustrated Offense. By Bernie Bierman. \$1.
Purdue's Illustrated Offense. By Noble Kizer. \$1.50.
Ohio State's Illustrated Offense. By Francis A. Schmidt. \$1.50.
Rainy Day Coach Compilation. By Harry Kipke. \$1.
Michigan's Kicking Game. By Kipke and Sayger. \$1.
Football Posters. \$5 for 100.
Illustrated Football Sportsmanship and Rule Books. 10 cents. 25 for \$1.00. 100 for \$2.60. 500 for \$10. Blank covers for selling your own advertising space.

Basketball

Basketball's Assistant Coach. By Tony Hinkle. \$5. (was \$6).
Butler's Illustrated Offense. By Hinkle. \$1.50.
Ohio State's Illustrated Offense. By Harold Olsen. \$1.
Pittsburgh's Illustrated Offense. By H. C. Carlson. \$1.
Indiana's Illustrated Offense. By Everett Dean. \$1.
Basketball Finesse. By Chuck Taylor. \$1.
Basketball's Percentage Chart and Score Book. 50 cents.
Basketball posters. \$5 for 100.
Illustrated Basketball Sportsmanship and Rule Books. 10 cents. 25 for \$1. 100 for \$2.60. 500 for \$10. Blank covers for selling your own advertising space.

Other books received

The second edition of *Kicking the American Football*, by Leroy N. Mills, has been issued by Putnam's. Mills is the amateur coach (an attorney by profession) who has made a hobby out of this heretofore neglected phase of the game. The first edition of his book was published in 1932. The second edition is essentially the same as the first, the few revisions appearing in the Appendix where allowance is made for the rules changes affecting kicking since 1931. Two new full page photographs of Mills himself demonstrating kicks, supplement the already rich section of large and effective photographs. The price of the book has been reduced to \$2.

A Sports Curriculum. *An Outline of the Service Curriculum in Physical Education (Sports) for Men at the University of Illinois for 1936-37*, by Seward C. Staley. Professor Staley, author of *The Curriculum in Sports* (Saunders), presents in these 124 pages, paper binding, the essential features of the curriculum for men students at the University of Illinois. The book is priced at \$1 and is published by Bailey & Himes, Champaign, Ill.

The term "service" is used to differentiate this program from that applying to students in the professional school of physical education.

Krieger's annual quiz

QUESTIONS AND ANSWERS ON THE 1936 FOOTBALL RULES. Edited by E. C. Krieger. Pp. 100. \$1.

When you reach that state of scholarship where you think you know all that's to be known about football's complex rules, we suggest you expose yourself to Krieger's Acid Test. If you turn green upon dipping into Krieger's solution of 305 questions and diagrams, then your scholarship has an alloy of tin in it. Stay with the Krieger solution long enough, and you will emerge shining brightly with the golden knowledge that makes the difference between a football rules scholar and a drug-store referee.

Mr. Krieger, whose refereeing is done in the thick of the battle, has for some years now been analyzing the N.C.A.A. football rules for the benefit of officials, coaches and players, in the form of questions and answers with supplemental diagrams, issued annually in revised form. The current edition combines the Rules for the Captain and Rules for the Player which were issued separately last year. These are succinctly stated in 15 pages, and they comprise an excellent means of imparting to captains and all other players the knowledge it would take a coach hours to give in lectures.

J. L.

Tragedy at Purdue

Winding up all but the last week of practice before their opening game with Ohio University, Purdue football players, late Saturday afternoon, September 12, jogged in from the field at the University's engineering camp twelve miles outside Lafayette, stripped, and went to the shower room to bathe. Their adhesive tape bandages they removed with the aid of gasoline, a bottle of which was on hand for this purpose. As it always is with football players, they were in a hurry to get dressed and settled for dinner, their thoughts far removed from the inherent danger of gasoline collecting on the surface of water. Suddenly there was a ghastly flare of light as the whole floor leaped into flame. The gasoline fumes had become ignited by the fire under the water heater.

At the time there were about 15 to 20 players in the shower room. Most of them escaped unhurt. Six were taken to the hospital. One died the next morning, another five days later. They were Carl E. Dahlbeck of Lyndonville, Vt., veteran guard; and Tom McGannon of Evansville, Ind., veteran halfback. Of the four others, Lowell Decker of Reading, Mich., fullback; Pat Malaska of Crawfordsville, Ind., guard, and Jim Maloney of Oak Park, Ill., reserve guard, were recovering from a serious condition; John Drake of Chicago, fullback, has reported back to practice.

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SOCCER ADAPTATION

By Jack Pobuk

Captain Pobuk is an instructor in physical education in the public schools of Providence, Rhode Island. He had an article on football conditioning exercises in last month's *Scholastic Coach*.

NUMBER SOCCER is a game embodying most of the regulation soccer skills and one that can be played on smaller sized fields. It has another advantage as a recreational sport, one that is psychological: it provides all the players at different times throughout the game with the opportunity for holding the spotlight; every player is a member of a group of six players occupying the center of the field and the center of attention, while the other players, at that particular time, are stationed as goalkeepers across their respective ends of the field. No one can deny that a game guaranteeing the spotlight to every one of its participants is worthy of the program maker's attention.

The recommended size of the field is 70 feet long by 50 feet wide. At both ends and within the outlined area is a goal zone four feet deep extending the width of the field. For the purposes of this article we will consider twenty men as constituting a side, though any number down to four would do as well. The lack of a set number permits the use of this game in physical education classes and on the small playing area. The field areas are shown in *Illus. 1*.

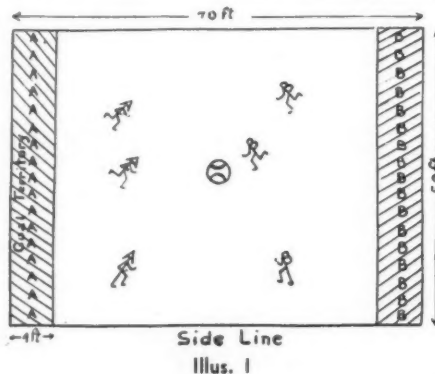
Game procedure

Each team lines up just in back of its four-foot line and counts off. Every boy must remember his own number. The coach or referee calls out a number such as six, and the man bearing this number runs into the playing area accompanied by the men on either side of him in the original line. Both teams answer this calling of the number. In this case five, six and seven come from each end of the field. The ball has been placed in the center of the field and the two men called six from both sides endeavor to reach the ball first and make a pass kick to the teammate on either side. Here six is called the rush, and five and seven are the wings. A goal may not be scored by the rush on his first kick at the centered ball. He must first pass it to one of his wings, who can either continue the passing or attempt to score.

One point is scored when the ball has been kicked or headed over any part of the goal territory. However,

the ball does not score if it passes above the heads of the goalkeepers. The goalkeepers are not allowed in the center area but must remain within their own goal zones. With the scoring of a goal or after three minutes, if the instructor desires, all men return to their respective lines and the supervisor again starts the play by centering the ball and calling a new number such as 12, in which case 11 and 13 from both teams accompany their own rushes into the center of the field. As here described each team has one rush who initiates the play, two wings who receive the first pass and thereafter with the rush are allowed to score through any regular soccer maneuver, and 17 goalkeepers who remain within their zones until some are called out as the rush and wings with the start of new play. A period as short as 15 minutes will allow for a good game.

No player is allowed to touch the ball with his hands, or to obstruct an opposing player by holding. A ball crossing the sidelines is out of play. For violation of a rule the opposing



team is given a free kick from the center of the field in the direction of the fouler's goal. The player who violated the rule is not allowed to interfere with the course of the ball. After a free kick the ball again is started from the center. The rushes and wings are not to enter the goal territory of the opponent but must make the ball cross the goal line from the center area.

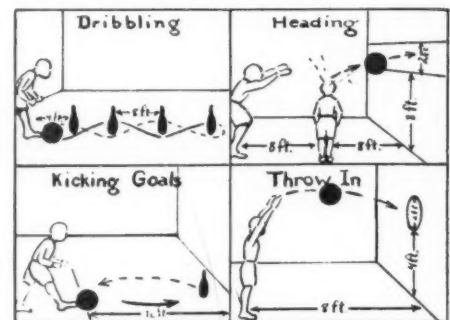
Soccer skills

To improve the player's ability in certain fundamental soccer techniques used in both the regular and modified games, the following drills are given. They furnish exercise indoors or outdoors and arouse interest in the game (*Illus. 2*).

DRIBBLING. Four Indian clubs or some similar objects are lined up on

the floor eight feet apart. A starting line is drawn on the floor four feet from one end of the line of clubs. Starting with the ball at his feet, the player attempts to dribble the ball, soccer fashion, in a weaving pattern through the line of four clubs and return in the same manner to his starting line. Competitive times may be taken for the complete performance.

HEADING. On a wall two parallel lines are drawn eight feet long and with the bottom line eight feet from the floor. Jumping standards could also be used to describe some such



Illus. 2

area. The space between the two lines or cross bars becomes the goal. Eight feet from this goal, and opposite its center, a player takes his stand at right angles to the goal. Eight feet from the player stands an assistant who tosses a soccer ball so that it comes down approximately on the head of the player. The player then attempts to head the ball through the goal with the side of his head. A point is scored when ball hits the wall's goal area. In groups of four the players may be allowed four tries each to score a game of thirteen points.

KICKING GOALS. An Indian club is set up and 16 feet from it is drawn a foul line. Some distance behind this line a player starts dribbling the ball with his feet toward the Indian club. When he reaches the foul line he kicks with more force in an attempt to knock the club down. Each player can be allowed four tries at a time, and a game can again consist of 13 points. The player must make his final kick before he crosses the foul line.

THROW IN. A circle, two feet in diameter, is drawn on a wall. The bottom point of the circle is four feet from the floor. Standing on a line eight feet from the wall, a player tries to hit the circular target by means of a regulation throw-in, with both hands coming over the head from behind.

FROM THE STATES

This department includes correspondence from state high school coaches associations and state high school athletic associations.

Illinois

At least two conferences in Illinois are playing 8-man football as a fall sport. These conferences are in Bureau and Vermilion counties. The schools have a comparatively small enrollment and it is almost impossible for them to sponsor good eleven-man teams.

A considerable number of new gymnasiums and new athletic fields have been constructed during the summer through the use of federal funds. Nearly all new gymnasiums are of such size that the ideal sized basketball court of 84 feet by 50 feet is possible. The elimination of the shoe box type of gymnasium will greatly reduce the difficulties in connection with lack of uniformity in coaching and officiating.

The series of tournaments which lead up to a state championship in basketball is to be similar to that of last year when the tournament program was reorganized. According to this plan the 900 schools of the state are grouped in 64 regions. In each region the teams will be rated according to relative strength. The half of the schools in each region that are rated weakest will play a preliminary district tournament. The winner and runner-up will be advanced to the regional tournament the following week and will play against those teams that were rated as strongest in the regional. The finalists of the regional tournaments will play in sectional tournaments and the 16 winners will compete in the state finals. The tournaments will begin Feb. 24 and the state championship March 20.

The recently published interscholastic edition of the basketball rules was made available to schools during the early part of September. For the first time schools had the privilege of ordering these books direct from the state office. Several hundred schools ordered enough of these books to supply not only all coaches in the system but all members of the first squad as well. One school has an enrollment of 26 boys and the school purchased 25 copies. The practice of organizing classes for a scientific study of a given sport is growing.

Night football games are rapidly increasing in number. A majority of the larger schools have lighted fields and the crowds appear to be considerably larger when a night game is sponsored. As a result of this fact there is not a great deal of enthusiasm for the proposal that no games be scheduled until a team has had three full weeks of practice. Night games are most satisfactory early in the season in this latitude and if schools were prohibited from playing before the last week in September some of the most desirable football weather would be wasted as far as appeal to spectators is concerned. In theory the matter of crowd attendance should have nothing to do with a school sports program but in practice it has considerable influence.

—H. V. PORTER

NOTRE DAME'S ATHLETIC TRAINER

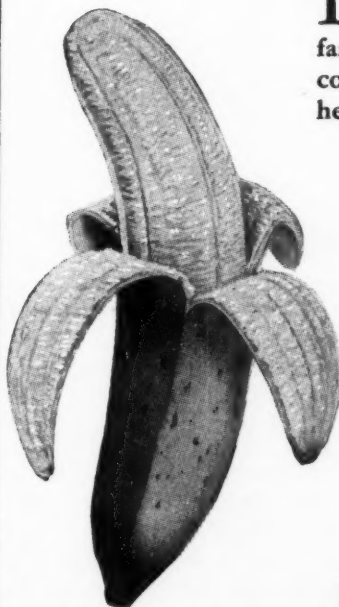
Eugene
"Scrap Iron"
Young says:



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TRAINER Young knows what he's talking about. For years he has been getting the famous Notre Dame "Traveling Irish" teams in condition—and keeping them there. And when he recommends that bananas be included in the diet of athletes, he's merely preaching what he practices.

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3 } 30 Chile 4 } 16 Turkey	3 } 45 China 4 } 38 France	3 } 31 Poland 4 } 43 Japan	3 } 14 China 4 } 32 Brazil	4 } 19 Chile 5 } 27 Italy	ITALY	34-17 MEXICO	
5 } 25 Switzerland 6 } 18 Germany	5 } 33 Egypt 6 } 23 Turkey	5 } 36 Uruguay 6 } 23 Egypt	5 } 32 Mexico 6 } 10 Egypt	6 } 28 Mexico 7 } 22 Japan	MEXICO		
7 } 2 Czechoslovakia 8 } 0 Hungary	7 } 2 Germany 8 } 0 Spain	7 } 21 China 8 } 29 Peru	7 } 20 Czechoslovakia 8 } 9 Germany	8 } 9 Switzerland 9 } 27 Canada	CANADA		
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15 } 20 Latvia 16 } 17 Uruguay		15 } 23 Chile 16 } 18 Brazil					
17 } 24 Canada 18 } 17 Brazil		17 } 23 Latvia 18 } 34 Canada					
19 } 35 Japan 20 } 19 China							
21 } 32 Mexico 22 } 9 Belgium							
23 Bye Philippines							

Draw and Results of the Olympic Basketball Tournament at Berlin

ONE of the most intricate and to all purposes unsatisfactory tournament plans that was ever conceived was the pattern by which the twenty-one nations played for the first international basketball championship at the Olympic Games in Berlin. The plan, devised by the International Basketball Federation, is, for this writer, almost too complicated to explain, but we will take a crack at it. The thing is so incredible as to warrant an explanation to coaches accustomed to the use of logic at arriving at a conclusion.

After four days of play, fourteen of the original twenty-one entries yet remained in the tournament. The idea was that the losers should have another chance at the title by playing consolation games, the winners of which would continue on the major tournament as though nothing had nipped them.

On the fifth day (or third round), this entire plan was suddenly dropped and a regular bracketing set up. Previously there had been no bracketing; each round was drawn separately, and a team did not know on one day what teams it might possibly meet the next day (if it won) except by waiting until the end of the day for a new draw to be made. There was no particular disadvantage to this except that it could very well result in the elimination of strong teams early in the tournament. But, these strong teams still

had a chance to come back by winning their consolation games! The strong Japanese and Chilean teams had the misfortune to lose their first games of the tournament in the third round and were eliminated, while Poland, which lost four of its six games, continued on to win fourth place in the final reckoning. Germany, an extremely weak team, lost every game, but was still in the tournament on the fourth day, having had the good fortune to be drawn

Here Below

(Continued from page 7)

a censor over how an athlete should earn his livelihood outside the sphere of athletics. If people want to pay to hear Jesse Owens sing a song (for example), we say Amateur Athlete Owens should not be deprived of the opportunity to earn this money. What if the athlete happened to develop into a really good singer, well worth paying to hear? We would call him a professional singer, but we cannot understand how he can be called a professional athlete. It is all very strange.

Some amateur sports governing bodies are more sensible about these things. The United States Lawn Tennis Assn. recently ruled that an amateur tennis player does not become a professional when he sets himself up in business as a re-stringer of rac-

quets. This is evidence of the genuinely liberal and progressive sports viewpoint, and there should be more of it.

The failure to adapt the seeding system by which known strong teams would be spotted in the bracketing so that they would meet in the final later stages rather than the earlier, was unfortunate. Without the seeding, the strong Philippine, Japanese and Mexican teams were drawn against each other, and also against the United States.

The tremendous growth of sports along democratic lines in this country has been attended each year by the rise of thousands of practically penniless athletes to the heights of well-won fame. Unfortunately, even with the great advance in dietary discovery in recent years, fame still remains lacking in proteins, carbohydrates and Vitamins A, B, C, D and Z. Until fame can be made something more sustaining, these athletes will have to go on eating like all other mortals.

As long as there is set up a turnstile between them and their public, we hold to the belief that some better provision should be made for supplying them with life's necessities.

Sequence from Wing-back Formations

(Continued from page 11)

er when it follows a successful double reverse. The double reverse tends to spread the defensive line. There is one phase of the play that appears to be weak, that only one man seems to work on the defensive left tackle. This is not so, for after the double reverse has gained ground around this tackle, he naturally protects his outside; as this fake double starts he steps to his outside and is then easily moved by the end. The play develops fast and much depends on the ability of the ball handler and wing-backs as actors.

The left end brush-blocks the defensive right tackle momentarily forcing him to the outside and then goes through and blocks the man backing the right side of the defensive line. The left, or short side, guard leads the play, pulling out of the line with his right foot first and running close behind his own line, he heads into the hole. The center is responsible for the blocking of the defensive right guard and is to carry him away from the play.

The right guard and inside tackle double team the defensive left guard, and, pinching him between them, they carry him to their left. The outside tackle when playing against a six-man line is released to go through and cut down the man backing the left side of the defensive line. The right end charges hard with a shoulder into the stomach of the defensive left tackle and carries him wide.

The 2 back receives the ball from center and steps with his right foot toward the oncoming 1, or right wing-back. His second step is with his left foot and turns him so that the ball is concealed from the defensive left tackle. He takes two more steps, right and left, which complete the full spin, and fakes to the right wing-back. Back number 2 then heads the wing into the opening made by the linemen between the defensive left tackle and guard, led by the short side guard.

The two wing-backs start with the ball's snap, running low, elbows bent to receive the ball in the pocket. The 1 back is on the inside and the 4, or left wing-back, on the outside. They cross at about the same time the spin by the 2 back is completed. They carry out their fake, and the 1 back blocks the first man he comes to. The 4 back continues wide and is ready for a lateral from 2.

The 3 or tail back, starts with the snap to his right and shoulder-blocks the defensive left end.

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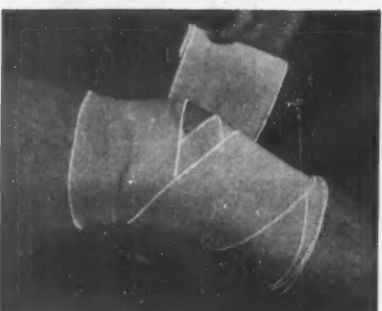
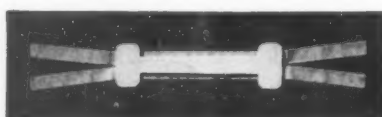
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PLAY ONE SIDE-STEP THE OTHER

GUARD PLAYING FAR MAN

On the opposite page are shown motion picture studies of the stunt *play one and side-step the other* which defensive guards can use along with *submarine* and *over-the-top* as means of meeting their defensive responsibility.

The defensive guard is shown in three different positions. Let us say, for the sake of consistency in the explanation, that he is the defensive right guard. In Series A-1 and A-2 we find him stationed directly opposite the inside man. The defensive guard will concentrate the force of his drive on the

far or outside man while side-stepping or slipping the inside man. In an offensive line unbalanced to the left, the two men would be tackles. In a balanced line, they would be guard and tackle.

A-1 and A-2 show the guard and the two offensive men in the same proximity to each other, but in A-1 the guard is making his initial drive with his right leg, while in A-2 he is stepping first with his left. Coaches are in disagreement as to the advantage of one method over the other.

GUARD IN THE SEAM

In B-1 and B-2 the defensive right guard is square with the seam between the two offensive men. The guard's plan again is to concentrate his power on the outside tackle (in line unbalanced to the left), countering the charge of the inside tackle by swinging the hip into him. When the initial step is taken with the right foot the swing of the hip becomes a more pronounced, an almost separate action, for the hip must be thrown over to the inside man after the right foot has landed and can serve as a buttress for the hip-throw. However, when

the first step is taken with the left foot, this one movement of itself brings the hip right up against the inside man, but it weakens the base from which the defensive guard must generate his charge against the outside man.

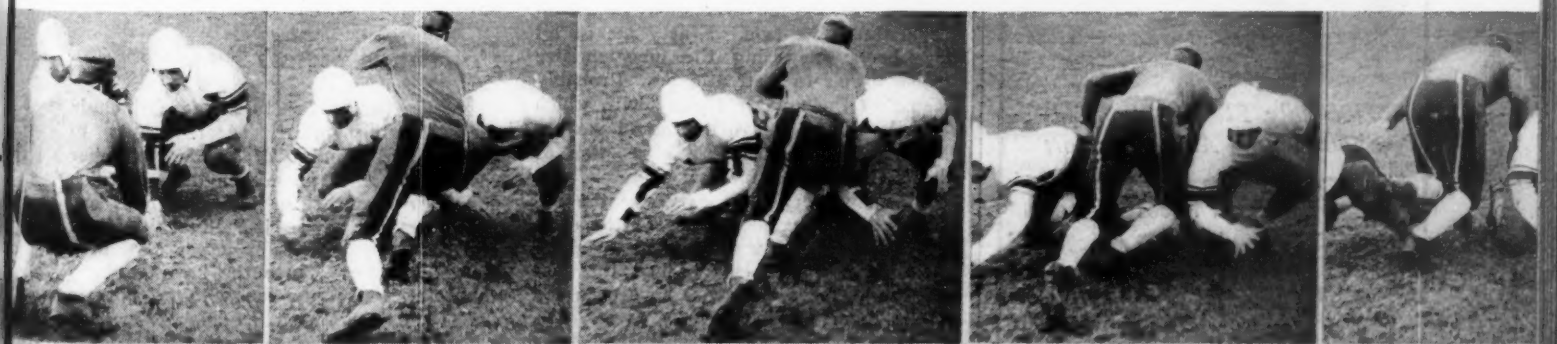
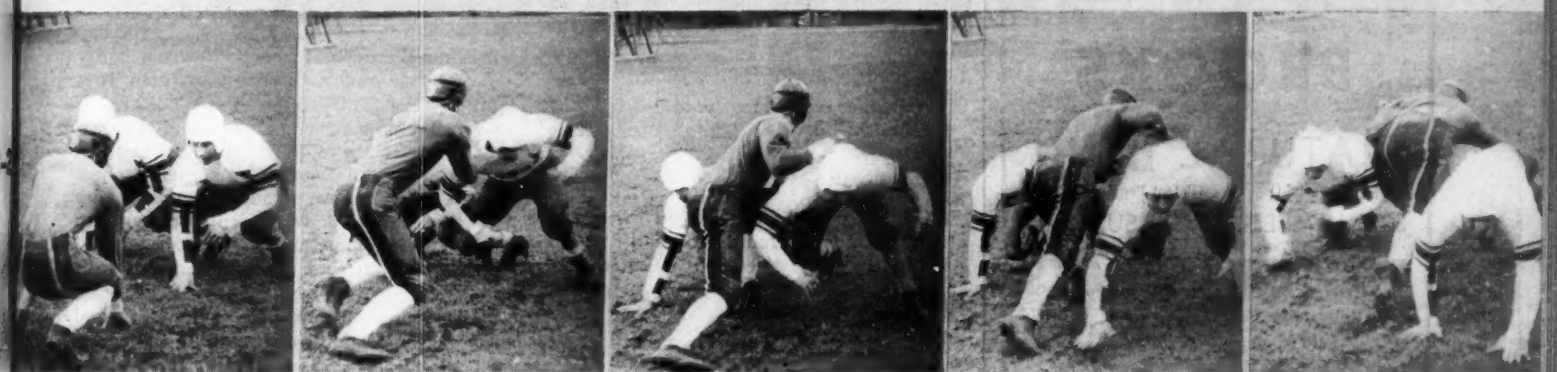
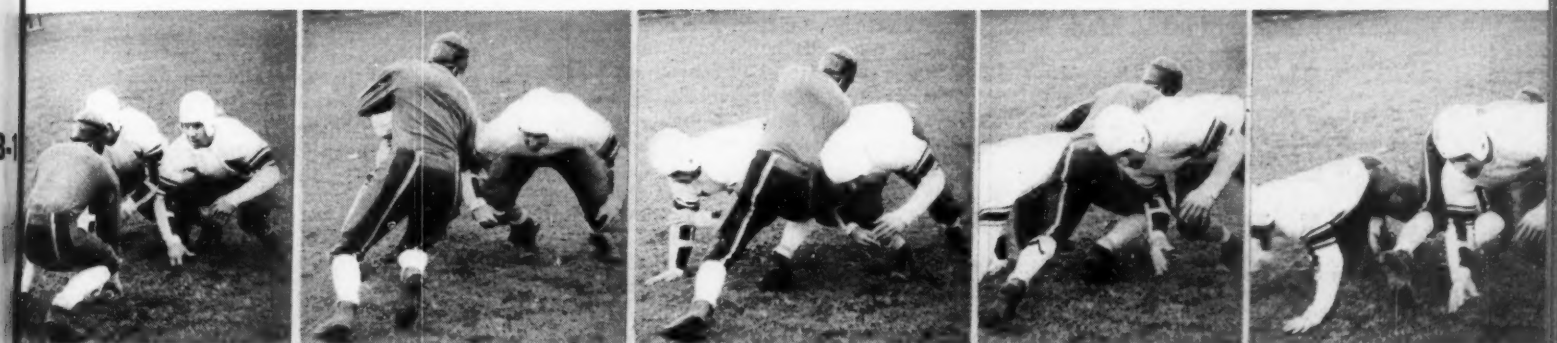
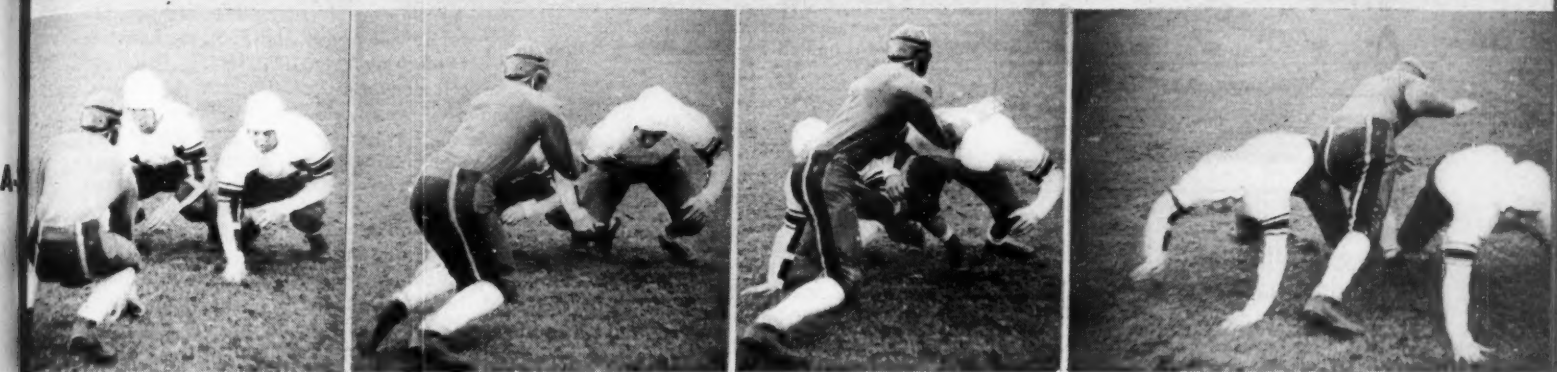
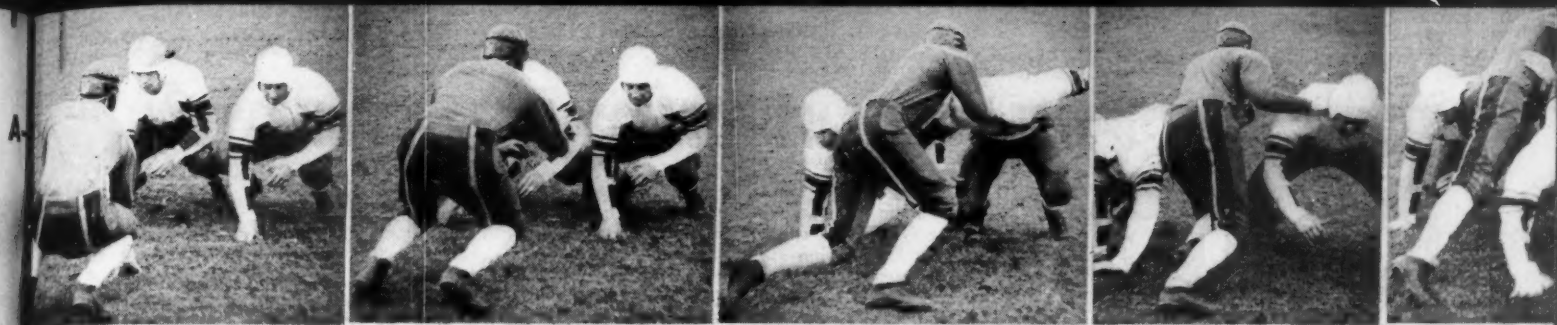
Advocates of the left-foot-first method also claim that it brings the knee up into a position from where it can be used to exert pressure to either side as required. When the right is the first forward, that knee cannot be applied to the offensive player on the left (inside tackle) without dissipating the main drive.

GUARD PLAYING NEAR MAN

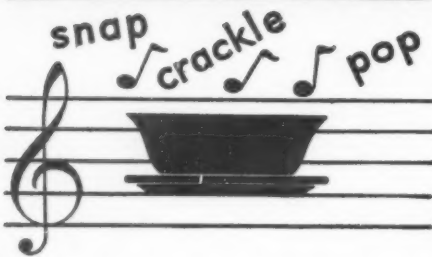
In C-1 and C-2 the defensive right guard is stationed opposite the outside man—the man against whom he is to concentrate his drive. A defensive guard who in the A and B series might prefer to make his initial step with right foot might in this instance favor throwing that initial step with the left foot, for to use the right foot when in such close proximity to the major point of the defensive drive would be giving the outside tackle occupying that point a most

convenient leg to work on. Thus, what might be the more effective starting step in the two previous instances can become the less effective when the defensive man is squarely facing the opponent he intends to "power." Moreover, by using the left leg for the initial step in this instance and getting it well in the seam, the right leg is offered limp to the near tackle who may be unable to center his charge owing to the good arm thrust of the guard.

CH



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SANITATION IN ATHLETICS

Common practices in health and sanitary matters were the subjects of a questionnaire sent to Illinois high schools by the Bureau of Educational Research of the University of Illinois. Dr. W. S. Monroe, Director of the Bureau, and C. O. Jackson of the University's School of Physical Education cooperated in making this study. At the time the following figures were compiled there had been a return of 66 percent of the 756 questionnaires issued.

DESPITE the increased attention to public health and the many improvements in medical and sanitary knowledge, the average American high school continues many harmful practices and neglects its opportunity to better the health of its students and educate them by example. Only 262 schools required a physical examination for those competing in varsity athletics. In 229 schools this was optional. On this point an interesting comparison can be drawn between the larger and smaller schools. Group I (enrollment up to 100) required the examination in only 55 cases. Group VI (enrollment over 2,000) had only one school giving the option and 27 making it compulsory. The parents' permission to play was required in 275 instances.

It seems that the schools, even when they do make provision for examination of the athletes, do not participate in other health services which would make many of the examinations mere routines. In the matter of supplementing the home diet of the students to insure proper balance, the small schools do a better job than the large ones. Five of the small ones furnished all athletes with the protective foods, cod liver oil, orange juice, milk, hot chocolate. None of the large schools gave all the athletes these foods though two of them did give it to some of their players. These players were not checked as being on either the basketball or football squads. Of the other small schools, 13 gave some of the athletes (including football and basketball) the protective foods. Orange juice, cod liver oil, milk, and hot chocolate seems to be the order of preference.

Germ transport

Towel service for every one in school is sometimes the rule. Ninety-one of all the schools answering the questionnaire furnish towels to their athletes. Probably because of the greater facility with which it can be done indoors, basketball players receive towels in a larger proportion of schools than do the football players.

In nearly every instance where the administrator indicated the use of the common towel or of the common drinking bottle or cup, he also checked the fact that one or more epidemics have occurred on the team within the past two years. However, some of the schools which have followed the best practices have also had an epidemic. Boils, athlete's foot, colds, and sore throats were listed in that order as being the most common. In group I, 25 had epidemics of boils. Group II (100 to 250 enrollment) had 18 in this category and group III (250 to 500) had seven. Groups IV and V, enrollments of 500 to

1,000 and 1,000 to 2,000, respectively, four and one each. The largest schools had neither boils nor sore throats. Colds were most common in the schools of the second group as was athlete's foot and sore throat.

Though 68 percent of the answers marked undesirable such practices as sliding wet towels across the floor, exchanging sweat clothing, practice jerseys, sharing the common water bottle, towel, sponge, lemon or orange, and spitting behind wall paddings or on the playing floor, yet 113 of them found it permissible to exchange practice jerseys. Ninety-one took the same stand on sweat clothing, and 76 on sharing the common water bottle. The common towel was permissible in 63 cases and three respondents even recommended it. Theirs not to stand in the way of democracy! Four gave permission to spit on the playing floor and three recommended it! Helping the janitor and subsidizing doctors by sliding wet towels across the floor got permission from 25 sources.

There are several recommendations to be made for every violation of common sense as exemplified by the coach who found all the above practices "undesirable, but permissible in the heat of battle." Some administrators blamed the teacher training institutions because coaches were not adequately trained in healthful practices. From the type of violation of the ordinary health code it does appear that where the coach does not have the excuse of insufficient funds, he is to blame for the many unsanitary, not to say disgusting, acts perpetrated in the name of sport. A few who answered suggested educating the athlete to get him to stop these habits. If the boy does not know better or behave correctly on the floor and in the dressing room, it is directly the fault of the coach.

A summary of some pertinent suggestions brings out policies that should most certainly be adopted wherever the school makes any pretense of supporting athletics for the benefit of its students rather than as a publicity medium for the school and town. The coaches must be enlisted in a real health program. Such a program could aim at educating the community and patrons to the point of providing the necessary equipment. The state or local board of health could possibly enforce better customs.

Preventive ounces

Specific suggestions to the coach include the following points. Assign suits to players at beginning of season. Number them and permit no exchanging. Furnish enough equipment so that exchanges are not necessary. Use individual half-pint and pint, pop bottles, or paper cups in a suitable holder. Have the boys go to a fountain, preferably one with an oblique jet, when they want a drink. Provide proper places for expectorating. Each boy should have a towel bearing his number, and he should be given a clean one each day. Towels are to be handed to, or carried to, the player during a game. Have a weekly laundering of uniforms and sweat clothes. Furnish pans of preventive solutions in shower rooms to prevent athlete's foot.

WHITHER BASKETBALL?

By Ralph R. Turner
Chesterfield (Ill.) Community H. S.

CHANGE is not always progress, and in the minds of some coaches and fans of basketball the recent changes in the rules have detracted rather than added interest to this field of sport. The so-called stall was not without its proponents, but most fans were outspoken about the lack of action in the game. The rules held little encouragement and nothing mandatory for a defensive advance into the opponents' back-court. As the possibilities inherent in the all-over-the-court game became more widely recognized and the method more generally used, the clamor of the basketball public for a rule against the so-called stall became more incessant and less polite.

At this point, rules could have been devised to encourage the all-over-the-court game by giving certain definite advantages to a defensive team that took the initiative and forced the play in the back-court; or rules could have been made to force the offense to bring the ball down the court toward the opponents' basket. The former rules would have encouraged a type of play where a premium was placed on speed, skill, cleverness, strategy and ball handling. The latter rules would have favored tall rugged men who would be of especial service under the basket. Unfortunately, when rules were devised to remedy the situation, the offensive team was penalized by the ten-second rule. Coaches prayed for at least one boy well over six feet in height. The tall boy, who many times was awkward in floor work, became a post. He made pivot shots and recovered rebounds. Thus there has been a tendency for the game to develop into an affair of little floor work, and consisting largely of pivot shots and rebound work. Many of us desire to have basketball something more than merely shooting at the basket. Otherwise we might as well line up all ten men and let them shoot at the basket as we do in the game of twenty-one, and name the winner by the largest score produced. Many of us wish to see the making of goals attended by an exhibition of all the fundamentals of basketball in a spirited contest for possession of the ball all over the court. Some of us maintain that half the fascination of the game lies in the floor play that leads to a basket, and that the larger the area for such floor work the greater the opportunity for brilliancy.

The criticism of the so-called stall has been profuse. Any team using this system of offense has been accused by the spectators of breaking an unwritten law, supposedly recognized by everyone. The popular feeling against the all-over-the-court game was based upon the spectators' conviction that they had a right to see action. This reaction was emotional instead of analytical and there was no attempt to visualize the possibilities inherent in the system which was rapidly springing up.

If, instead of a ten-second rule, a rule which would have encouraged the defensive team to play the ball had been placed in the rule book, the action desired could

have been secured without penalizing the team with the ball. Such a rule might have been this:

When the defensive team forces a held ball, or touches the ball in their opponents' back-court, the player forcing the held ball, or touching the ball, is entitled to the ball out of bounds at the nearest point.

This would mean that there would be no jump balls in the back-court of the defensive team, and that jump balls would be held only in the offensive half of the court.

Other rules could be devised to encourage the defensive team to take the initiative in forcing play. For example, if the defensive team recovered the ball in their own front-court and scored as a result, the ball could be given to them out of bounds as a reward without the formality of a center jump.

As a result of such encouragement we would see a game all over the court. Five

pairs of opponents would appear at widely separated points on the floor and five individual contests would take place simultaneously. The pair having possession of the ball at that particular moment would occupy the center of attention. Speed would be matched against speed, and wits against wits, in a manner all could see and appreciate. Basketball would become a show worth the money.

New team play

In spite of the fact that opponents would pair off there would be teamwork. One or more defensive men would trail a dribbler to close in on him when he was forced to stop. Traps would be laid for an unsuspecting offensive man and held balls thus secured. Players would learn to play in a relatively safe position between the ball and the man they were guarding in the back-court, and limit the passing of their opponents. Definite plans for forcing passes and a knowledge of about where they would go would be worked out. The offensive play would have to be better coordinated and improved teamwork would be encouraged.

Compare this picture with the type of game encouraged by the present rules where height is an altogether too important factor.

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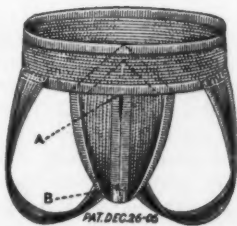
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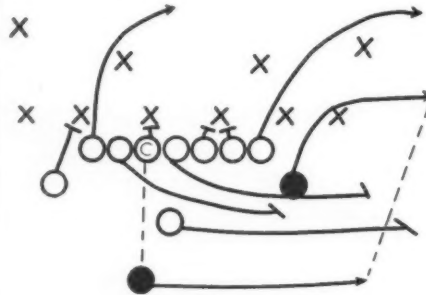
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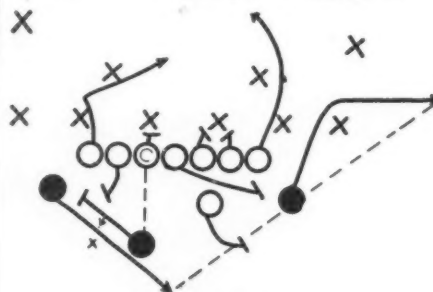
(Continued from page 23)

RUNNING PASS. There are three types of running passes. One where the runner passes while on the run (Diag. 7), another where he runs to a point and stops to make a pass and the third, where he runs to his left (being a right-handed passer) and pivots before making his pass.



Diag. 7

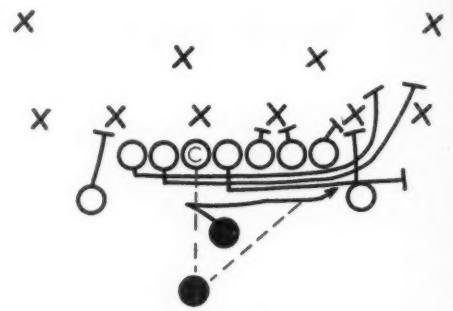
REVERSE PASS. This pass is, of course, used to make the defense expect a reverse running play. After the ball has been passed from fullback to halfback, the passer either drops back as he does on an ordinary pass, or the play can be called as a running pass (Diag. 8).



Diag. 8

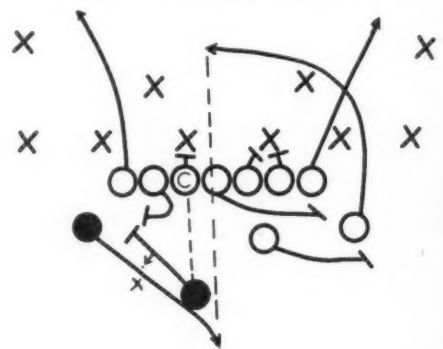
SHOVEL PASS. The shovel pass has been very successful for Colgate and has paid dividends in many hard-fought games. In making the shovel pass, the coach may have his passer fake a run or fake a long forward pass. If he fakes a run, the pass should be thrown underhand; and if he fakes a pass, it should be thrown as a regular forward pass (Diag. 9).

Another vital part of a passing offense is the protection for the passer. Bob Gillson, line coach, explained how



Diag. 9

he teaches his linemen to pull back out of the line in the same manner in which they come out for a running play. The guard coming back must keep his eye on the man he is to block. The blocker grabs hold of his jersey and holds his elbows out to broaden the blocking surface of his shoulders. It is important that the blocker should not go forward to meet the oncoming defensive player, but should wait for him to show his intention. Ordinarily, it is best to use a shoulder block but if the defensive man crashes deep, a reverse side body block can be used to work him deeper and wider in the direction he is already started so that he will go by the passer leaving the center alley free. On a reverse pass, the guards should start out in the direction that the reverse starts so as to add to the deception. On a running pass, the protecting men must go out with the runner. After the pass is made the protectors and the passer become safety men against interceptions (Diag's. 10 and 7).



Diag. 10

Opposes Cold Shower

The widespread theory and practice that a cold shower is the most healthful way to end up a bath is denied by Dr. Hans J. Behrend of the Hospital for Joint Diseases in New York. Dr. Behrend, in a warning sounded at the annual convention of the American Congress of Physical Therapy, said that he was opposed to any one, even those in robust health, taking a cold shower, though he acknowledged that persons in robust health, particularly young people, quickly overcome the strain en-

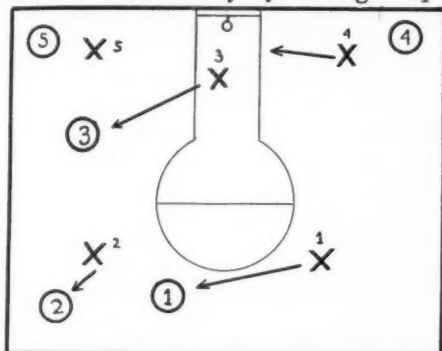
gendered by the cold shower. Weak, anemic and older people may suffer serious damages as a result of it, he said. He prescribed the lukewarm shower for everybody, with the water temperature about the same as that of the body. Colds, feebleness and fatigue are some of the harmful effects of the cold shower habit. Those who have made it a habit may lessen the possible strain on themselves by regulating the flow of water so that the shower shifts from hot to cold slowly and gradually.

Holman's Coaching School Notes

(Continued from page 19)

break? Their screening and set plays are out, have they anything else? And so on.

If a team is in a man-for-man defense, it watches out for screens. If opponents are using set plays, the defense keeps alert and will steal many passes, once it has become familiar with what the offense is using. It makes switches easy by talking it up.



Diag. 11

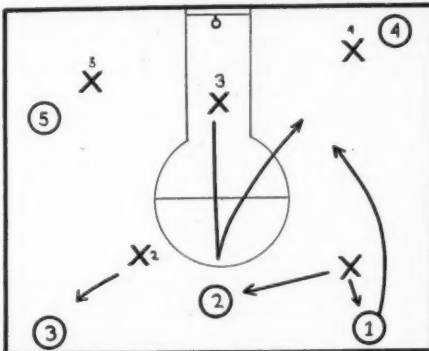
The offensive team has overloaded on the left side of the court. If X1 were to hold his position I would be free. The same applies to X3 and 3. Therefore X1 goes over to cover 1, X3 to cover 3 and X4 drops back to the basket so that he can pick up anyone who gets clear. Any pass to 4 must be a long one which may be intercepted, or if completed, will give X4 time to cover him. X5 will drop slightly toward the basket.

Because it can be overloaded so easily by the offensive team, the stationary zone defense is now taught by only a few coaches. The flexible zone, as used by Nat Holman, starts with two men up near mid-court, and three men back, but may become 3-2, 2-1-2, or 4-1, etc. The men up front rush the ball, break on intercepted passes, and drop back to the foul line when their zone is unoccupied by an offensive man. The men in the rear line are tall, adept at snaring backboard rebounds, and are ready to go up to the front line, if sent there by the middleman, who is the traffic cop on the team, and directs the men to unguarded opponents. At all times the teammates help each other out by talking it up to aid their switching. See **Diags. 11 and 12** for the ways various situations are met by this style of zone. The men play the ball at all times, except on out-of-bounds plays beneath the basket, when a man-to-man is adopted but is abandoned as soon as the ball is thrown to mid-court.

On center tips, one of the forwards gives the signals, because the other four men can all see him. If the center gives the signals, the guards can't see so well, and if the guards give the signals, the center can't see them. After a basket has been scored, the center permits his teammates to take

their positions for the tip-off and get the signal before he enters the jumping circle. This gives the forward who is quarterbacking a chance to look over the situation.

General suggestions to coaches: Have a stenographer next to you at the game, one who is familiar with basketball and the personnel of the team. Have him write down your



Diag. 12

If the offensive team tries to overload, as shown, X3 leaves his backline post and comes up to 2. Should 1 now go into the zone vacated by X3, X1 stays with him if 2 has the ball. If 3 has the ball, X3 tells X1 to cover 2 and then covers 1 himself.

comments on the game for reference between halves and for the following week's practice sessions. Have carbon copies of these criticisms given to the members of the team so that they can think them over when off the court. Use substitutes sparingly. Give a regular time to warm up to his game. If he is definitely off, then put in a substitute. Take the scrubs into the locker room between halves. Let them learn by listening to the criticisms and advice given to the varsity.

Carry a small squad, at most, 15 to 17 men. Do most of your teaching before the season starts, and in season, each week, repeat your instruction, correct faults which crop up in games, and prepare for your next game. Your opponents probably use the same style of play from year to year. Keep a record of them. Teach all types of offense and defense. When teaching, show the squad the wrong way and the right way of doing a thing, for contrast is an effective aid in teaching. Finally, during practice sessions, do not loaf. Decide beforehand what you want to accomplish in this period, and see that it is done, and done well.

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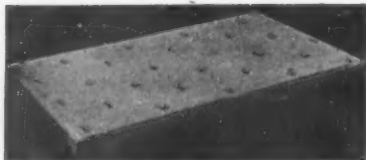
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Five Man Line

(Continued from page 25)

center covering passes or pulling out. This comparison shows in **Diag. 3**. The guard in the center charges straight-away, covering his territory.

The 6-3-2 defense has been used, even though weak, against long passes and quick kicks. The five-man line is much stronger in this particular because it overcomes these two weaknesses, and also has crashing ends (as in a 6-3-2). Against passes the best known defense is that of rushing the passer. A five-man line has its ends crashing at all times to rush the passer. It also allows extra men to be back protecting in case the ball leaves the passer's hands.

Most plays are designed to be perfect when individual jobs are carried out 100% by all offensive men. The five-man line breaks down this perfection, because of offensive need for men remaining in line to check and to protect strength of formation, and because it puts a greater number of men in the secondary to be cut down.

Against Warner play

We will now see how the five-man defense functions in a particular instance against the Warner "A" double wing-back formation. (**Diag. 4**.)

General knowledge tells us the weakness and strength of the Warner formation as:

Strong points:

- (1) good passing strength,
- (2) good deceptive strength,
- (3) permits quick bucking,
- (4) good for reverses and off-tackle plays,
- (5) good short side deception,
- (6) spreads defensive line for bucks and reverses,

Weak points:

- (1) weak for kicking,
- (2) guard (strong side) runs out on all plays except buck (mouse-trap?),
- (3) weak for end runs,
- (4) weak for delayed plays because of line work (the least rush interfering with perfect execution),
- (5) crashing ends and close tackles ruin work of offensive men,
- (6) backfield is at work within two yards of line of scrimmage after receiving ball.

The arrow in **Diag. 4** points in the direction of initial movement of each man. Linemen crash in direction of long arrows, covering ground marked by line. The three backers-up always take step in direction of arrow in a crouch position in order not to be tricked by deception. The two wings and safety always step back one step so as to be on their toes and not flat-footed, with eyes on formation, possible play and receiver. The curved lines denote zones for each man to cover. Any type of pass defense

may be used but three backers-up must be kept in zone to prevent end runs, flat passes and deception.

Plays going to left or right are covered in backfield movements as shown in **Diag. 5**. The initial step is always taken toward the respective zones first, and then movements are made accordingly.

Play of the individuals

It should always be remembered that the location of the offensive backs determines the strength of any formation. By this rule, the center of the offensive strength is located and the center of the defense can be played by a defensive guard. The following material gives the suggested type of defensive play to go with a five-man defensive line.

Place the center defensive lineman opposite the center of the strength of this formation, i.e., directly in front of the offensive guard on the strong side where a weakness will be brought about by the guard going out for all plays but bucks. This defensive man is known as the center-guard in the five-man line. The center-guard plays a territorial defense with individual variations of charge, such as a dip, split dip, slice, stiff-arm or forearm shiver, low and high, set charge or high and low, double coordination, etc. Added to this, he carries out his assignments when team defensive plays are called, such as cooperative diversion, double cross-leg pull, etc.

The men to each side of the center-guard are known as semi-tackles and play leading parts in this defense. The right semi-tackle plays the outside shoulder of the short side offensive guard and the inside of the short side offensive end. The left semi-tackle plays the outside of the long side offensive tackle and the inside of the long side offensive end. Note that these two tackles play so that the ends on the offense will play them. The objective of the defensive tackles is to have the ends drive for them, leaving the defensive ends with only the wings to consider. The tackles concentrate their respective charges off the inside man in order that there will be driving forces toward the center-guard. The tackles must be made to remember to fight their resistance when playing interior line. If the ends play for the defensive ends then the defensive tackles have no outside forces attacking them, and consequently they are in a position to stop all plays inside the defensive ends' crashes. Side-swiping and cross-charging by the offensive end and back

will not work because of the crashing end and the low, hard charging tackle. The semi-tackles also play a strict territorial game with individual variations of charge, such as dip, converging charge, set charge, double coordination, out-and-in, in-and-out, etc. They also carry out assigned work for team defensive play in cross-leg pulling, tackle and end criss-cross, etc.

The men at the ends of the line are crashing ends. They are located so as neither to be taken out easily nor to be taken in by the wing-back. They should be pointing toward the wing-back at an angle, and not at a great distance. These ends should have both feet on the same line in a low stance with one or two hands down, and should drive directly through the wing-backs to the outside; that is to say, crashing with their inside shoulder off the wing-backs. If the wing-back leaves for a reverse, ends are to follow his tracks from the outside, on the alert for play coming back over their territory. If the wing-back charges the end, the latter should use a head and shoulder crash, driving the wing-back into the play while holding his territory. If the wing-back and his end drive for the defensive end, the latter should resort to driving off the wing-back with the inside shoulder, resulting in the play being driven to the inside. If the wing-back and end drive for the semi-tackle and backer-up, the defensive end should drive low with a crash close to the line. When the defensive end has no resistance, he should drive into backfield keeping his eyes open and staying close to the line.

Linemen have zones

The ends play a strict territorial defense with individual variations of charge, such as the fake-out and crash-in, fake-in and crash-out, stiff arm charge with split, or carry out assigned work for team defensive play, such as a criss-cross, tackle and end play, etc.

The five center men should be taught strict territorial defense from a low stance with one or two hands down. The entire line should be taught to rush passers and no one should back out to cover. The center-guard plays always in front of the offensive guard, who pulls out to protect the passer. This method is also a better defense against laterals, because the passer is given too little time to decide between passing backward, running with the ball or passing laterally. The intention of the end is set from the very start of a play; he is to rush passer, not waiting to see pass develop or to follow man laterally. This is the best defensive end play against lateral passing, and spoils all offensive optional plays developing laterally.

The center man of the secondary backers-up should be the center or fullback, and is the most effective defensive man. He is called the center-backer-up. This man should be the captain and quarterback of the defense. He should know when the line is over- or under-shifted, whether a five-, six- or seven-man line should be used, and should give signals by number or word dictating team defensive play, such as use of cross-leg-pull, tackle-and-end criss-cross, cooperative diversion, law of averages, or individual changes in defense.

Center sets defense

The team is not to attempt to play signals while on the defensive, but straight, hard football with a changing defense under the leadership of one man, the latter comparable to the quarterback on offense. Defensively the team plays together with definite assignments plus individual variations for the accomplishment of these plans. The center is the best man to develop for center-backer-up because he is out of the line on a six-man line and in the line on a seven-man line. This man should be taught when to shift his line and when to call plays. He should be well versed in football from every possible angle. The center-backer-up plays two or three yards from the line, directly behind the center-guard, according to downs and yards to go, and is responsible for plays running directly at him. He is not to attempt to follow the ball on double-spinners, fake reverses, hidden-ball plays, etc., or to guess. The latter act is the object of the offensive team (affirmative, not negative). He is to cover his territory and drive into the first back entering his area. He should be blind to fakes, spinners, etc., because he is assigned a duty, just as when playing on the offense. The center-backer-up's outsides are protected by the two outside-backers-up. He is not responsible for any particular man on a pass, but when a pass is to be executed he is to fade back and protect center zone. After a play develops and the center-backer-up is sure of the play, he covers the inside of his own two flanking backers-up, becoming a very effective unit on every play, immediately after it gets under way.

The short side backer-up is placed just a little to the outside of the short side defensive end, and is known as the outside-backer-up, taking his station two or three yards from the line of scrimmage, according to down and yards to go. The other backer-up should be placed two or three yards behind the long side defensive end. The two outside-backers-up should hold their ground and never step toward the center-backer-up until the

(Concluded on page 40)

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(Continued from page 39)

play has developed and is under way. Their first step is always to the outside, in a crouch-like stance. These men are responsible for outside plays and territory outside the ends. They are responsible for flat-zone passes developing out of a play with a wing-back, and in such cases they are to back up and cover territory. They are to be told not to guess plays or to follow the ball on double-spinners, reverses or hidden-ball plays, but are to hold ground until safe and sure. They must know how to shift in and out of line when changing to or from six- or seven-man offensive line. They should play the flat man on all laterals for possible interceptions. Crashing ends will protect inside by rushing passer of lateral, and the wing-back will act as a safety, especially in case of a pass on the end of a lateral, rushing the passer will decrease the possibility of perfect play.

Backfield coverage

Defensive wing-backs are placed in the same position as in a 6-3-2, 7-1-2-1 or 6-2-2-1, about 10 or 12 yards from line of scrimmage, according to the situation. They take their stations outside the two outside-backers-up, covering zone on passes and moving one step back on toes on all plays. On end runs or plays to the outside, the respective wing-back starts to the outside of the outside-backer-up, the safety-man goes into the territory thus left vacant, and the other wing-back cuts back to safety territory. The outside-backer-up on side of play drives for the play outside the end, and the center-backer-up covers his inside territory, while the opposite outside-backer-up starts over behind the center-backer-up, going deep in case of a cut-back.

The two wing-backs can cover man-for-man if set receivers are scouted on the offense, or one wing can cover man-for-man while the safety covers his territory and the ball. The safety-man plays back about 25 yards, using either zone, man-for-man or ball defenses, according to downs, yards to go, position on field and offense.

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